

SOUTHERN REGIONAL EDUCATION BOARD

ALL HSTW SITES All Students

2004 *HIGH SCHOOLS THAT WORK* ASSESSMENT OF READING, MATHEMATICS, AND SCIENCE

2004 TEACHER SURVEY REPORT

**PREPARED BY
EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY**

Number of Students = 63180

Report #:94017

****IMPORTANT NOTICE REGARDING COMPARABILITY OF 2002, 2003 AND 2004 DATA****


Please read below for a description of the new rules developed for what constitutes a good faith effort on the part of students and schools to complete the High Schools That Work Assessment. These rules were applied for the first time in 2004. In order to show historical trends, the mean scores from previous assessments had to be recalculated using the new rules. Hence the mean score information in assessment reports from previous years may no longer be accurate. Please use only the trend data contained in this most recent assessment report.

Student motivation to participate and to put forth a good effort on the *High Schools That Work* assessments in reading, mathematics and science plays a critical role in determining the validity of the test results provided to schools and states by Educational Testing Service (ETS). Upon examination of the 2004 assessment data, statistical analyses revealed cases in which students did not put forth a good faith effort to complete the test. This group included students who failed to answer any questions on the test, omitted significant portions of the test or completed the test in such a way that their scores were consistent with chance, or guessing. Scores for these students were removed from calculations of the means for both individual schools and for groups of schools (e.g., experienced sites, all schools in a state, the *HSTW* network). The removal of these students paints a more accurate picture of the progress made by students, teachers and school leaders who are working hard to improve teaching and learning at their schools. Consult page 37 of this report to determine the exact number of students at your school who completed each assessment according to these rules.

Statistical analyses also revealed a few isolated instances in which systematic problems occurred at the school level during test administration. An example of this would be if all students stopped half-way through the mathematics test. Because school means based on this type of assessment are neither valid nor accurate, means for the specific subjects affected will not appear in school-level reports.

This report presents the findings of an assessment conducted by Educational Testing Service for the Southern Regional Educational Board State Vocational Education Consortium. It does not, however, necessarily reflect the views of that organization.

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Dear Colleague:

Schools in the *High Schools That Work (HSTW)* network have committed themselves to raising the achievement level of students in reading, mathematics, and science. The network of schools has grown to approximately 980 sites in 36 states committed to achieving this goal. A nationally respected educational leader said that the network has been described as "the largest, most focused, and most effective force dedicated to school improvement in this country." One thing that distinguishes this effort is that your school teams understand that it is not easy to demonstrate school improvement without an information system linking student outcomes to school and classroom practices. With information of this sort, teachers and principals can take thoughtful action for increasing student learning.

For a high school to change, the leaders and teachers must first have a vision of how the school can be different. They need to determine where they are and where they want to be. To close the gap between "what is" and "what can be," the faculty must become a learning community that constantly searches for ways to advance the achievement of career-bound students.

The information contained in this report offers to teachers and administrators the opportunity to determine what needs to be done next by comparing the achievement of their students and the school's practices to:

- the *HSTW* and MSW sites taking part in the 2004 assessment
- a national sample of academic students
- high scoring schools similar to your school in categories based on racial/ethnic composition and parental education
- data from previous assessments

The Southern Regional Education Board (SREB) expects high schools to show consistent progress until at least 85 percent of the students meet the performance goals in reading, mathematics, and science and until the school improvement framework is fully implemented. Active membership in the network is maintained by demonstrating significant progress toward fully implementing all Key Practices and achieving the three performance goals. Review the entire report and use the indicators listed in the "Brief Summary of Results on Indicators for High School Improvement" to chart your school's progress in implementing the design and meeting the performance goals. By comparing your site's practices and results with those of high-scoring sites, you can identify important aspects of curriculum and instruction that promote improved learning for all students. Administrators, academic and career/technical teachers, and counselors can work together as a school team to determine how school and instructional practices advance student achievement. School leaders will need to assemble their staff to review the results of this report, make plans to address the gaps revealed through the indicators and carry out those plans.

Gene Bottoms, Senior Vice President, the Southern Regional Education Board

Table of Contents

	PAGE		PAGE		PAGE
Reading the Tables and Interpreting Results	iii	Table 6: Reading: English Course Experience	51	CAREER/TECHNICAL CURRICULUM AND ENGAGING STUDENTS IN LEARNING	
Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement	1	Table 7: Student Reading Achievement and Perceptions About English Class Experiences	53	Table 16: Reading: Career/Technical Student Performance by Type of Program	91
Brief Summary of Results on Indicators for High School Improvement	12	MATHEMATICS ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING		Table 16A: Reading: Career/Technical Student Performance by Type of Program	92
REPORT SUMMARY FOR ALL STUDENTS AND CAREER/TECHNICAL COMPLETERS		Table 8A: Mathematics Achievement: Demographic Report	62	Table 17: Mathematics: Career/Technical Student Performance by Type of Program	93
Table 1: Summary of Mean Scores and Percentage of Students Meeting Performance Goals	38	Table 8B: Mathematics Proficiency Levels: Demographic Report	63	Table 17A: Mathematics: Career/Technical Student Performance by Type of Program	94
Table 2: Completing the 2004 Recommended Curriculum* and Meeting Performance Goals	39	Table 9: Mathematics: Percentage of Correct Responses by Content and Process Area	65	Table 18: Science: Career/Technical Student Performance by Type of Program	95
Table 2A: Completing the Recommended Curriculum* and Meeting Performance Goals (Curricula prior to 2004)	42	Table 10: Mathematics: Course Experience	66	Table 18A: Science: Career/Technical Student Performance by Type of Program	96
Table 2B: Concentration Information for Award Recipients	44	Table 11: Student Mathematics Achievement and Perceptions About Mathematics Class Experiences	69	Table 19: Location Where Career/Technical Courses Taken	97
Table 3: Percentage of Students Performing Within Each Proficiency Level	45	SCIENCE ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING		Table 20: Performance by Number of CTE Credits Taken	98
READING ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING		Table 12A: Science Achievement: Demographic Report	76	Table 21: Student Perceptions About the Importance Given by CTE Teachers to Reading, Writing, Mathematics, and Science	99
Table 4A: Reading Achievement: Demographic Report	47	Table 12B: Science Proficiency Levels: Demographic Report	77	Table 22: Student Achievement and Perceptions About Academic and CTE Teachers Working Together	100
Table 4B: Reading Proficiency Levels: Demographic Report	48	Table 13: Science: Percentage of Correct Responses by Content and Process Area	79	Table 23: Student Achievement and Perceptions of Schoolwork in CTE Classes	102
Table 5: Reading: Percentage of Correct Responses by Purposes and Stances	50	Table 14: Science: Course Experience	80		
		Table 15: Student Science Achievement and Perceptions About Science Class Experiences	83		

	PAGE		PAGE		PAGE
RAISING EXPECTATIONS AND STUDENT ACHIEVEMENT		TRANSITION TO AND BEYOND HIGH SCHOOL		Table 37: Extent of On-The-Job Training Received by Students	179
Table 24: Student Achievement by Perceptions of Schoolwork and Teacher Expectations	113	Table 30: Percentage and Performance of Students By Amount of Education They Believe They Will Complete	162	Table 38: School and Work Partnerships: Employer Involvement	181
Table 25: Student Achievement and Perceptions of Classroom Requirements	117	Table 31: Percentage and Performance of Students By Post-High School Plans	163	2004 Teacher Survey Results	191
Table 26: Performance of Students by Amount of Time Spent on Homework	125	Table 32: Student Achievement and Student Belief About Having Necessary Skills When Entering High School	164	APPENDIX	
Table 27: Percentage and Performance of CTE Students by the Amount of Time Spent on CTE Homework Each Week	127	Table 33: Transition Planning	166	The High School Assessment	220
AVAILABILITY OF EXTRA HELP FOR STUDENTS		WORKPLACE EXPERIENCE		Design of the Assessment	220
Table 28: Student Achievement and Extra Help	129	Table 34: Student Achievement and Number of Hours Working Each Week	176	Assessment Content	223
GUIDING AND SUPPORTING STUDENTS		Table 35: Student Achievement and Perceptions of Work Experiences	177	Administration of the Assessment	224
Table 29: Guidance Support for Program Planning, Course Selection, and Parent Involvement	140	Table 36: Student Achievement and Relationship of School and Work	178	Scoring of the Assessment	224
				Finding Significant Differences	224
				<i>HSTW</i> -Recommended Curriculum	225
				<i>HSTW</i> -Recommended Curriculum (Prior to 2004)	226
				Levels of Proficiency	226
				Results Finder	230

ORGANIZATION OF THIS REPORT

The tables that follow provide detailed information related to student performance in reading, mathematics, and science. The tables relate mean scores to student perceptions about classroom experiences, coursework, post-high school plans, the amount of homework students are assigned, teaching styles and emphases, plans after graduation, extra help students received, satisfaction with guidance support, work experience, and what students say they would likely do differently as they look back at their high school experience. The report concludes with an Appendix describing the assessment and defining the levels of proficiency.

The report provides item-by-item results for all students at the site, for career/technical students at the site, and for students at high-scoring sites in your category or for all sites in the network. The report also provides comparative results for sites that participated in the 2002 assessment. Making Schools Work sites may have comparative results from the 2003 assessment if applicable. If there is no data in this column it means the survey item was new in 2004 or that your site did not participate in the last assessment.

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READING THE TABLES AND INTERPRETING RESULTS

Interpreting assessment results, attempting to put them in the "real-world" context, advancing plausible explanations of effects, and suggesting possible courses of action will always be an art, not a science. The findings offer comparisons between student performance and other variables, such as course enrollment and classroom, laboratory, computer or workplace experiences. These relationships are statistical relationships only and should not be mistaken for cause and effect statements. Nevertheless, these relationships do provide insights into the importance of various indicators of performance. In order to bring meaning to these data, teachers and administrators who understand local conditions and possibilities must use other information, such as failure rates, and apply their professional judgment and experience as they interpret these findings.

The Results Finder at the end of the report shows where you can find performance results reported by students' specific responses to the student survey questions. For example, it can help you find the page that contains performance information for students who used computers to complete their mathematics assignments.

Guideposts to help interpret the tables in each section:

1. **Performance Goals:** The performance goals are three achievable goals established as minimum targets for school improvement. The values represent scores at the Basic proficiency levels in reading, mathematics, and science. Reaching the reading goal of 279 means that your students have an average score within the Basic proficiency level. Students with Basic proficiency demonstrate overall understanding of text and are able to connect ideas from the text and are able to connect ideas from across the text to make simple inferences and to draw conclusions. Reaching the mathematics goal of 297 means that students have an average score at the Basic proficiency level in mathematics. A student with Basic proficiency can solve straightforward two-step problems, understand simple measurement, and interpret graphs; understand properties in geometry and processes in algebra; and answer simple probability questions. Reaching the science goal of 299 means that your students have an average score at the Basic proficiency level in science. They have some elementary factual and conceptual knowledge of various areas in science. More detailed information on proficiency levels can be found in the Appendix.

The philosophy supporting the performance goals has remained unchanged since the effort began. If your school has achieved the goal in a subject area, it is important to do two things. First, set a goal of at least 85 percent of your students scoring at that level. Second, set a higher goal for your average score at or close to the Proficient level. Doing those two things should guide you in refining instructional and

curriculum practices for improving student achievement.

2. **The Selective Nature of the Data:** The assessment results should not be interpreted as being representative of all students in the entire region or state. Rather, participating schools most often were selected because school or district officials demonstrated a willingness to pursue rigorous initiatives for improving high school learning for students.
3. **High-Scoring Sites in Your Category:** Sites in your category were high-scoring within each of the four categories. The schools were ranked based on their mean scores on the three subject-area assessments. Schools ranking in the top 15 percent for two or more of the subjects were identified as high-scoring sites. The network believes that the interpretation of assessment results is more meaningful when the students compared are of similar backgrounds. The network used percentages of minority enrollment and student reports of their parents' education level to define four socioeconomic categories, in full recognition that school budgets, family income, teacher/student ratio, or size and type of community, might better define schools' status.

"Your School Category" Designations:

Category A: Schools with minority enrollment greater than or equal to 30 percent and with at least 60 percent of the students

reporting that one or both of their parents had some education after high school.

Category B: Schools with minority enrollment greater than or equal to 30 percent and with less than 60 percent of the students reporting that one or both of their parents had some education after high school.

Category C: Schools with minority enrollment less than 30 percent and with at least 60 percent of the students reporting that one or both of their parents had some education after high school.

Category D: Schools with minority enrollment less than 30 percent and with less than 60 percent of the students reporting that one or both of their parents had some education after high school.

It is important to note that as interesting and relevant as school category comparisons can be, there remains a single performance goal for each subject that each school should seek to reach.

4. **No Data in the Mean and Standard Error Fields:** When less than three scores go into a calculation, standard errors and means are not reported. The uncertainty is extremely high in

these cases and you should have no confidence in interpreting any such value.

Another reason standard errors are not reported is that they equal zero. This means that every student included in the mean earned exactly the same score. Generally a standard error value of zero occurs when there are very few students. In these cases, we do not report means or standard errors as we regard the values as being the result of chance.

In both of these instances, only percentages are reported.

5. **No Comparison Across Subject Areas:** The scores for each subject are on a separate scale. For example, a 275 in mathematics does not equal a 275 in science.

A FINAL WORD

It is important to underscore that the results of this assessment are not the only information necessary to evaluate education programs. While these results are important, there are other factors to examine when assessing educational progress. A school or district's policies, mission statement, and curriculum, as well as state and local data, must also be considered.

The results of this assessment are not intended to evaluate the progress of individual students, but to help teachers learn more about their school program and students' academic experiences.

Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement

Promoting high academic achievement for high school students requires the monitoring of complex school and classroom practices that impact student learning. The following ten pages give school leaders an overview of how well the school is doing in implementing a framework of key practices that has been associated with high achievement since the beginning of SREB's school improvement effort. Schools are unlikely to improve the achievement of their students if they focus on only a few of the key practices. For example, it is not enough "to eliminate the general track." Teachers must also teach in ways that motivate all students to learn the tough content from the college-preparatory curriculum. More students need to complete college-preparatory courses and they must be held to high standards in those courses. Raising expectations means more than getting all students to do at least one or more hours of homework each day, having teachers give students extra help frequently, or getting students to revise their essays often. Raising expectations means doing all of those things and more. Consequently, instructional leaders must do more than examine variables in isolation. They must examine combinations of related variables to gain a better understanding of the factors influencing student achievement.

To support this more complex approach to examining *HSTW* data, SREB has developed ten indices related to instructional effectiveness and student achievement. The ten indices are:

- Emphasis on high expectations
- Emphasis on literacy across the curriculum
- Emphasis on numeracy across the curriculum
- Challenging and engaging science curriculum and instruction
- Completion of *HSTW*-recommended academic curricula
- Emphasis on integrating academic content and skills into career/technical courses (CTE students only)
- Emphasis on career/technical studies (CTE students only)
- Emphasis on providing quality work-based learning experiences
- Emphasis on providing timely guidance to students
- Perceived importance of high school studies

The following tables report the percentage of students at various levels of the indices for all students, for CTE students, and for students attending high-scoring schools.

Emphasis on High Expectations

Students were asked to report on activities related to high expectations. The following five items were examined to produce a composite index.

Students reported that:

- Their teachers clearly indicated the amount and quality of work necessary to earn a grade of "A" or "B" at the beginning of a project or unit **often**.
- Their teachers were **frequently** available before, during, or after school to help them with their studies.
- They usually spent, overall, **one or more hours** on homework each day.
- They revised their essays or other written work several times to improve their quality **often**.
- They worked hard to meet high standards on assignments **often**.

Emphasis on High Expectations	All Assessed Students at Your Site				Assessed Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (4 to 5 of the above items)	15	289	308	302	24	298	321	317
▲ Moderate (2 to 3 of the above items)	43	281	301	295	45	295	317	313
▲ Little (1 or none of the above items)	40	271	295	287	31	289	315	310
▲ Incomplete Data ¹	1	---	---	---	1	---	---	---

¹Students did not respond to one or more of the components of the index.

Emphasis on Literacy Across the Curriculum

Students were asked to report on activities related to literacy across the curriculum. The following ten items were examined to produce a composite index.

Students reported that:

- They used word-processing software to complete an assignment or project **often**.
- They revised their essays or other written work several times to improve their quality **often**.
- They were asked to write in-depth explanations about a class project or activity **sometimes or often**.
- They discussed or debated with other students about what they read in English or language arts classes **at least monthly**.
- They read and interpreted technical books or manuals to complete assignments in their career/technical area **at least monthly** (CTE students only).
- They read an assigned book outside class and demonstrated that they understood the significance of the main idea **at least monthly**.
- They spent **two or more hours** reading non-school related materials outside of class in a typical week.
- They completed short writing assignments of one to three pages in their English classes **at least monthly**.
- They completed short writing assignments of one to three pages in their science classes **at least monthly**.
- They completed short writing assignments of one to three pages in their social studies classes **at least monthly**.

Emphasis on Literacy Across the Curriculum	All Assessed Students at Your Site				Assessed Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (7 to 10 of the above items)	14	289	308	304	20	303	326	325
▲ Moderate (4 to 6 of the above items)	35	282	303	296	37	297	319	315
▲ Little (0 to 3 of the above items)	36	271	294	285	25	285	309	302
▲ Incomplete Data ¹	16	---	---	---	18	---	---	---

¹Students did not respond to one or more of the components of the index.

Emphasis on Numeracy Across the Curriculum

Students were asked to report on activities related to numeracy across the curriculum. The following eleven items were examined to produce a composite index.

Students reported that:

- They took a math class during their senior year.
- They took at least four full-year courses in mathematics in grades 9 through 12.
- Their mathematics teachers showed them how mathematics concepts are used to solve real-life problems **sometimes or often**.
- They used a graphing calculator to complete mathematics assignments **at least monthly**.
- They completed a mathematics project in ways that most people would use mathematics in a work setting **at least monthly**.
- They orally defended a process they used to solve a mathematics problem **at least monthly**.
- They worked with one or more students on a challenging mathematics assignment and received a group and individual grade **at least monthly**.
- They worked in groups to brainstorm how to solve a mathematics problem **at least monthly**.
- They solved mathematics problems with more than one answer **at least monthly**.
- They solved mathematics problems other than those found in the textbook **at least monthly**.
- They used mathematics to complete challenging assignments in their career/technical area **at least monthly** (CTE students only).

Emphasis on Numeracy Across the Curriculum	All Assessed Students at Your Site				Assessed Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (8 to 11 of the above items)	22	284	306	299	26	298	323	318
▲ Moderate (4 to 7 of the above items)	41	280	302	295	43	296	319	315
▲ Little (0 to 3 of the above items)	18	268	288	281	11	281	304	300
▲ Incomplete Data ¹	18	---	---	---	20	---	---	---

¹Students did not respond to one or more of the components of the index.

Challenging and Engaging Science Curriculum and Instruction

Students were asked to report on activities related to science across the curriculum. The following eight items were examined to produce a composite index.

Students reported that:

- They completed any three of the following science courses: college-preparatory physical science, college-preparatory biology/biology 2, anatomy, college-preparatory chemistry, physics or Advanced Placement science.
- Science teachers showed how scientific concepts are used to solve problems in real life **often**.
- They took a science class in their senior year.
- They used science equipment to do science activities in a lab with tables and sinks **at least weekly**.
- They read an assigned book or article dealing with science **at least monthly**.
- They used science equipment to do science activities in a classroom **at least monthly**.
- They worked with one or more students on a challenging science assignment **at least monthly**.
- They prepared a written report of lab results in science **at least monthly**.

Challenging and Engaging Science Curriculum and Instruction	All Assessed Students at Your Site				Assessed Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (6 to 8 of the above items)	17	289	311	307	27	302	326	323
▲ Moderate (3 to 5 of the above items)	49	281	302	296	50	294	317	313
▲ Little (0 to 2 of the above items)	32	269	291	281	22	283	308	301
▲ Incomplete Data ¹	2	---	---	---	1	---	---	---

¹Students did not respond to one or more of the components of the index.

Completion of *HSTW-Recommended Academic Curricula*¹

High school course-taking patterns were recorded using student transcripts and current course schedules. This information was used to determine if students met the *HSTW*-recommended curricula in English, mathematics, and science.

- ***HSTW*-recommended English curriculum:** Four or more credits in college-preparatory English courses. Credits earned in regular or career/technical English courses also counted toward the required four credits if the student reported s/he (a) wrote a major research paper, (b) read a book at least once a month and (c) completed a short writing assignment (one to three pages) at least once a month.
- ***HSTW*-recommended mathematics curriculum:** Four or more credits in mathematics, including Algebra 1, geometry, Algebra 2, and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus, or Advanced Placement mathematics.
- ***HSTW*-recommended science curriculum:** Three or more credits in science, including at least two credits in college-preparatory biology, chemistry, anatomy/physiology, or physics/applied physics. Credits earned in regular or general physical science or biology also counted toward college-preparatory credit if the student reported s/he (a) used science equipment to do science activities in a laboratory with tables and sinks at least once a month, (b) read an assigned book or article dealing with science at least once a month, (c) completed a laboratory assignment to address a problem found in the community at least once a month and (d) prepare a written report of lab results at least once a month.

Completion of <i>HSTW</i> -Recommended Academic Curricula	All Assessed Students at Your Site				Assessed Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Fully Completed (completed all three subjects)	21	294	319	313	40	302	330	325
▲ Partially Completed (completed 1 or 2 of the subjects)	50	279	301	294	46	291	313	308
▲ Did Not Complete (completed none of the subjects)	29	264	284	275	14	280	298	295

¹Definitions of *HSTW*-recommended academic curricula are presented in the appendix.

Emphasis on Integrating Academic Content and Skills into Career/Technical Courses

Students were asked to report on activities related to integrating academic content and skills into their career/technical courses. The following six items were examined to produce a composite index. Results are reported for CTE students only.

Students reported that:

- Their career/technical teachers stressed reading **often**.
- Their career/technical teachers stressed writing **often**.
- Their career/technical teachers stressed mathematics **often**.
- They used mathematics to complete challenging assignments in their career/technical area **at least weekly**.
- They read and interpreted technical books and manuals to complete assignments in their career/technical area **at least weekly**.
- They used computer skills to do assignments in their career/technical studies **at least weekly**.

Emphasis on Integrating Academic Content and Skills	Assessed CTE Students at Your Site				Assessed CTE Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (4 to 6 of the above items)	10	285	305	300	9	295	317	313
▲ Moderate (1 to 3 of the above items)	44	277	297	290	38	292	314	311
▲ Little (none of the above items)	25	272	294	285	22	289	311	305
▲ Incomplete Data ¹	22	---	---	---	30	---	---	---

¹Students did not respond to one or more of the components of the index.

Emphasis on Quality Career/Technical Studies

Students were asked to report on activities related to quality career/technical studies. The following eleven items were examined to produce a composite index. Results are reported for CTE students only.

Students reported that:

- They spent **one hour or more** reading non-school-related materials in a typical week.
- They used mathematics to complete challenging assignments in their career/technical area **at least weekly**.
- They read and interpreted technical books and manuals to complete career/technical assignments **at least weekly**.
- They read a career-related article and demonstrated understanding of the content **at least monthly**.
- They used computer skills to do assignments in their career/technical studies **at least monthly**.
- They had challenging assignments in career/technical classes **at least monthly**.
- They completed a project that first required some research and a written plan.
- They had to meet certain standards on a written exam to pass a course.
- They were required to complete a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.
- They spoke with or visited someone in a career to which they aspire.
- They spent **30 minutes or more** each day on homework assigned by career/technical teachers.

Emphasis on Quality Career/Technical Studies	Assessed CTE Students at Your Site				Assessed CTE Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (7 to 11 of the above items)	19	282	301	295	20	296	318	313
▲ Moderate (4 to 6 of the above items)	36	278	298	291	32	292	312	310
▲ Little (0 to 3 of the above items)	21	270	293	284	16	285	312	304
▲ Incomplete Data ¹	23	---	---	---	32	---	---	---

¹Students did not respond to one or more of the components of the index.

Emphasis on Providing Quality Work-Based Learning Experiences

Students were asked to report on activities related to work experiences outside of school. The following four items were examined to produce a composite index. Results are based on all students who reported holding a job in the past 12 months.

Students reported that:

- They observed veteran workers perform certain jobs.
- They had someone teach them how to do the work.
- Their employer encouraged them to develop good work habits **at least monthly**.
- Their employer encouraged them to develop good customer relations skills **at least monthly**.

Emphasis on Providing Quality Work-Based Learning Experiences	All Assessed Students at Your Site				Assessed Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (all 4 of the above items)	23	286	307	303	27	298	320	317
▲ Moderate (2 to 3 of the above items)	51	277	299	291	49	293	315	310
▲ Little (0 to 1 of the above items)	23	267	290	280	21	282	309	300
▲ Incomplete Data ¹	3	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

Emphasis on Providing Timely Guidance to Students

Students were asked to report on activities related to guidance received from counselors, teachers, and parents. The following seven items were examined to produce a composite index.

Students reported that:

- A teacher or guidance counselor helped them review their high school program of study **at least once a year**.
- They received the most help in planning a high school program of study by the end of the ninth grade.
- Before and during high school, they talked to their parents or guardians about planning their four year high school course plan **at least once a year**.
- During high school, a teacher or counselor talked to them individually about their plans for a career or further education after high school.
- They spoke with someone in a career to which they aspire.
- Someone from a college talked to them about going to college.
- They and their parents received information or assistance from someone at school about selecting or applying to college.

Emphasis on Providing Timely Guidance to Students	All Assessed Students at Your Site				Assessed Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (6 to 7 of the above items)	37	284	306	299	41	297	320	315
▲ Moderate (3 to 5 of the above items)	51	276	298	291	50	293	316	312
▲ Little (0 to 2 of the above items)	10	269	291	284	7	287	314	308
▲ Incomplete Data ¹	3	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

Perceived Importance of High School Studies

Students were asked to report experiences that reflect the extent to which they are making the most of their high school years in preparation for the future. The following nine items were examined to produce a composite index.

Students reported that:

- Their courses were exciting and challenging **sometimes or often**.
- They tried to do their best work in school **often**.
- They **seldom or never** failed to complete or turn in assignments.
- Most teachers encouraged them to do well in school **often**.
- Teachers **often** showed they cared about them by not letting them get by without doing the work.
- It is **very important** to study hard and get good grades.
- It is **very important** to participate actively in class.
- It is **very important** to attend all classes.
- It is **very important** to take a lot of college-preparatory classes.

Perceived Importance of High School Studies	All Assessed Students at Your Site				Assessed Students Attending High-Scoring Sites in Your Category (2004)			
	%	Average Reading Score	Average Mathematics Score	Average Science Score	%	Average Reading Score	Average Mathematics Score	Average Science Score
▲ Intensive (7 to 9 of the above items)	32	285	305	298	35	298	321	315
▲ Moderate (4 to 6 of the above items)	41	278	299	292	43	294	317	312
▲ Little (0 to 3 of the above items)	23	270	295	288	19	288	314	311
▲ Incomplete Data ¹	3	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

Brief Summary of Results on Indicators for High School Improvement

24-Aug-04

Schools that become a part of SREB's school improvement networks are expected to show progress in changing school and classroom practices in ways that improve student achievement. Schools should use the following results to help determine the steps they should take to reach the minimum performance goals of 279 in reading, 297 in mathematics and 299 in science. For assistance in determining these actions, review the goals that schools should reach on each indicator. Each school should get a copy of SREB's *Establishing Benchmarks for New and Maturing HSTW Sites* or *Establishing Benchmarks for Making Schools Work* and use it to chart their interim progress as they work toward the goals. They will also need to use school-based information to complete the benchmarking process. Schools are expected to share this brief summary and the benchmark document with their entire faculty to discuss as a group how to revise their site action plan. They will need to refer to the tables within the report to gain greater insight to determine needed changes in curriculum, instructional strategies and school policies. Schools should also use information from the "Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement" and this "Summary" to highlight the support they need from district offices, parents, and the greater community to improve learning.

High School Performance Goal

- Raise reading, mathematics, science, communication, problem-solving, and technical achievement of more students to the national average and above

	Table Reference	Site All Students	Site CTE Students	Goal
Percentage of students meeting the reading goal of 279 Their Mean Score - Reading	Calculation* (Calc.)	53% 299	51% 298	85%
Percentage of students meeting the mathematics goal of 297 Their Mean Score - Mathematics	Calc.	58% 319	55% 318	85%
Percentage of students meeting the science goal of 299 Their Mean Score - Science	Calc.	47% 323	44% 322	85%

*ETS conducted a special calculation to generate this information that is not included in a subsequent table.

Set a clear mission and vision for success

The school sends a consistent message to students, families, and the community about what is expected of students, teachers and administrators.

	Reference	Site Teachers	Goal
Teachers reported that preparing almost all students with the academic knowledge and skills needed to enter college and be successful without taking remedial courses or to enter and advance in a career is the primary goal of their high school. ▲ For all students ▲ For career-bound students	Teacher Survey (TS)	20% 19%	50% 50%
Teachers strongly agreed that the goals and priorities of the school are clear.	TS	40%	60%
Teachers strongly agreed that the surrounding community actively supports the school's instructional goals.	TS	19%	60%

Raise expectations and provide extra help

- **High expectations** -- set higher expectations and get more students to meet them
- **Extra help** -- provide a structured system of extra help that enables students to successfully complete an accelerated program of study that includes high-level academic content and a concentration

Raising Expectations	Table Reference	Site All Students	Site CTE Students	Goal
The percentage of students whose responses on five indicators suggest that the school has an <u>intensive</u> emphasis on <u>high expectations</u> . Mean Score - Reading Mean Score - Mathematics Mean Score - Science	Indices	15% 289 308 302	15% 287 306 300	60%
Students reported that their teachers often clearly indicated the amount and quality of work necessary to earn a grade of "A" or "B" at the beginning of a project or unit. Mean Score - Reading Mean Score - Mathematics Mean Score - Science	Table 24	42% 283 303 296	42% 281 301 294	85%
Students reported that overall they usually did one or more hours of homework each day. Mean Score - Reading Mean Score - Mathematics Mean Score - Science	Table 26	23% 285 305 299	21% 283 303 296	80%

Raising Expectations	Table Reference	Site All Students	Site CTE Students	Goal
Students reported that they often revised their essays or other written work several times to improve quality.	Calc.	35%	34%	60%
Mean Score - Reading		284	282	
Mean Score - Mathematics		304	302	
Mean Score - Science		297	295	
Students reported that they were required to complete a senior project that included researching a topic, creating a product or performing a service, and presenting it to the class or others.	Table 25	55%	57%	65%
Mean Score - Reading		278	277	
Mean Score - Mathematics		299	298	
Mean Score - Science		292	290	
Raising Literacy Expectations Across the Curriculum				
The percentage of students whose responses on ten indicators suggest that school has an <u>intensive</u> emphasis on literacy across the curriculum	Indices	14%	14%	85%
Mean Score - Reading		289	286	
Mean Score - Mathematics		308	304	
Mean Score - Science		304	300	
Students reported that they spent two or more hours reading non-school related material outside of class each week.	Table 7	21%	20%	65%
Mean Score - Reading		288	286	

Raising Literacy Expectations Across the Curriculum	Table Reference	Site All Students	Site CTE Students	Goal
Students reported that they completed a short writing assignment of one to three pages in all (English, mathematics, science, social studies, and career/technical) classes at least weekly.	Calc.	1%	1%	65%
Mean Score - Reading		260	260	
Raising Numeracy Expectations Across the Curriculum				
The percentage of students whose responses on eleven indicators suggest that school has an <u>intensive</u> emphasis on numeracy across the curriculum.	Indices	22%	22%	85%
Mean Score - Mathematics		306	304	
Raising Science Expectations Across the Curriculum				
The percentage of students whose responses on eight indicators suggest that school has an <u>intensive</u> emphasis on science across the curriculum.	Indices	17%	16%	85%
Mean Score - Science		307	304	

Extra Help	Table Reference	Site All Students	Site CTE Students	Goal
Students reported that they often were able to get extra help from their teachers without much difficulty when they needed it.	Table 28	38%	38%	75%
Mean Score - Reading		283	281	
Mean Score - Mathematics		303	301	
Mean Score - Science		297	294	
Students reported that they received the extra help they needed in mathematics from teachers at their school a few times a week.	Table 28	16%	16%	75%
Mean Score - Mathematics		292	290	
Students reported that they received the extra help they needed in reading from teachers at their school a few times a week.	Table 28	6%	7%	75%
Mean Score - Reading		263	263	
Students reported that teachers often set high standards for them and were willing to help them meet those standards.	Table 24	36%	35%	75%
Mean Score - Reading		282	280	
Mean Score - Mathematics		302	300	
Mean Score - Science		295	293	

Provide rigorous and challenging academic and career/technical content

- **Program of Study** -- having students complete a challenging program of study with an upgraded academic core and a concentration. An upgraded academic core includes at least four years each of college-preparatory English and mathematics and three years of science, with at least two courses at the college-preparatory level. The concentration includes at least four credits in a career or academic major.
- **Career/technical studies** -- increasing access to challenging academic and career/technical studies, with major emphasis on using high-level mathematics, science, language arts, and problem-solving skills in the context of modern workplace practices and in preparation for continued learning.
- **Workplace experiences** -- providing students access to a structured system of work-based and high-status school-based learning (high school and postsecondary) collaboratively planned by educators, employers, and employees that results in an industry-recognized credential and employment geared toward a career.

Program of Studies	Table Reference	Site All Students	Site CTE Students	Goal
The percentage of students who completed the <i>HSTW</i> -recommended curriculum.	Indices	21%	19%	85%
Mean Score - Reading		294	292	
Mean Score - Mathematics		319	317	
Mean Score - Science		313	310	
Four credits in college-preparatory English courses	Table 2	40%	38%	85%
Mean Score - Reading		286	284	

Program of Studies	Table Reference	Site All Students	Site CTE Students	Goal
Four credits in mathematics, including Algebra I, geometry, Algebra II, and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus, or Advanced Placement Mathematics Mean Score - Mathematics	Table 2	42% 314	38% 312	100%
Three credits in science, including at least two credits in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics. Mean Score - Science	Table 2	56% 300	54% 298	85%

Program of Studies	Table Reference	Site All Students	Site CTE Students	Goal
Percentage of students who received the <i>HSTW</i> Award of Educational Achievement ¹	Calc.	19%	21%	85%
Mean Score - Reading		306	305	
Mean Score - Mathematics		328	327	
Mean Score - Science		329	327	
Career/Technical Studies				
The percentage of students whose responses on six indicators suggest that school has an <u>intensive</u> emphasis on integrating academic content and skills into career/technical courses	Indices	N/A	10%	85%
Mean Score - Reading			285	
Mean Score - Mathematics			305	
Mean Score - Science			300	
The percentage of students whose responses on eleven indicators suggest that school has an <u>intensive</u> emphasis on quality career/technical studies.	Indices	N/A	19%	85%
Mean Score - Reading			282	
Mean Score - Mathematics			301	
Mean Score - Science			295	

¹To earn an Award of Educational Achievement, students must score at or above SREB's goals in reading, mathematics, and science on the *HSTW* Assessment and complete a college-preparatory curriculum consisting of at least two of the following: four credits in college-preparatory English, four credits in college-preparatory mathematics and three credits in science with at least two credits at the college-preparatory level. They must also complete a career/technical concentration or a concentration in mathematics/science or the humanities.

Career/Technical Studies	Table Reference	Site All Students	Site CTE Students	Goal
Students reported having to read a career-related article at least once or twice a month and demonstrate understanding of the content. Mean Score - Reading	Table 23	N/A	39% 277	85%
Students reported that they did more than one hour of CTE homework each day and that their career/technical teachers often stressed the importance of mathematics skills. Mean Score - Mathematics	Calc.	N/A	3% 292	85%
Students reported having to read technical books or manuals to complete career/technical assignments at least weekly. Mean Score - Reading	Table 23	N/A	18% 278	80%
Students reported having to complete short writing assignments of one to three pages and received a grade in their career/technical classes at least weekly. Mean Score - Reading	Table 23	N/A	9% 273	65%
Students reported having to use mathematics to complete challenging assignments in their career/technical classes at least weekly Mean Score - Mathematics	Table 23	N/A	21% 299	90%

Career/Technical Studies	Table Reference	Site All Students	Site CTE Students	Goal
Students reported being required by their career/technical teachers to keep a folder/portfolio that included a list of books or articles read, writing samples, and products or pictures of products made. Mean Score - Reading	Calc.	N/A	19% 272	65%
Students reported having to use database or spreadsheet software to complete an assignment or project in career/technical classes at least once a semester. Mean Score - Reading Mean Score - Mathematics Mean Score - Science	Table 23	N/A	52% 275 297 289	75%
Students reported being required to meet certain standards on a written exam to pass a career/technical course. Mean Score - Reading Mean Score - Mathematics Mean Score - Science	Table 23	N/A	62% 276 297 289	85%
Students reported having to prepare a written report or a research study for a career/technical class at least once a semester. Mean Score - Reading Mean Score - Mathematics Mean Score - Science	Table 23	N/A	64% 275 296 288	90%

Career/Technical Studies	Table Reference	Site All Students	Site CTE Students	Goal
Students reported they had to take a performance test containing industry standards they had to meet.	Table 23	N/A	42%	75%
Mean Score - Reading			273	
Mean Score - Mathematics			294	
Mean Score - Science			286	
Workplace Experiences				
The percentage of students whose responses on four indicators suggest that the school has an <u>intensive</u> emphasis on providing quality work-based learning experiences.	Indices	23%	23%	75%
Mean Score - Reading		286	285	
Mean Score - Mathematics		307	306	
Mean Score - Science		303	301	
Students reported rotating through several departments or jobs.	Table 37	28%	29%	75%
Mean Score - Reading		273	272	
Mean Score - Mathematics		296	294	
Mean Score - Science		287	285	
Students reported observing veteran workers perform certain jobs.	Table 37	43%	44%	75%
Mean Score - Reading		280	278	
Mean Score - Mathematics		302	300	
Mean Score - Science		296	294	

Engage students in completing challenging content

- **Students actively engaged** -- having each student actively engaged in the learning process.
- **Academic studies** -- teaching in ways that motivate students to learn challenging academic and technical content.

English Classes	Table Reference	Site All Students	Site CTE Students	Goal
Students reported having read 8 or more books (or their equivalent) this year for English classes.	Table 7	4%	4%	85%
Mean Score - Reading		287	283	
Students reported having completed short writing assignments of one to three pages for a grade in English classes weekly.	Table 7	31%	30%	65%
Mean Score - Reading		283	281	
Students reported having drafted, edited, and rewritten writing assignments at least monthly before receiving a grade.	Table 7	53%	52%	85%
Mean Score - Reading		282	281	
Students reported having written a major research paper on a subject that they chose at least once a year.	Table 7	90%	90%	100%
Mean Score - Reading		279	277	
Mathematics Classes				
Students reported having used a graphing calculator to complete mathematics assignments at least weekly.	Table 11	52%	50%	85%
Mean Score - Mathematics		308	306	

Mathematics Classes	Table Reference	Site All Students	Site CTE Students	Goal
Students reported having completed a written report on a major mathematics project at least once a semester.	Table 11	28%	29%	65%
Mean Score - Mathematics		292	291	
Students reported having worked in groups to brainstorm how to solve a mathematics problem at least once or twice a month.	Table 11	50%	49%	60%
Mean Score - Mathematics		302	300	
Students reported having solved mathematics problems other than those found in the textbook at least weekly.	Table 11	37%	37%	60%
Mean Score - Mathematics		304	302	
Science Classes				
Students reported having to use science equipment to do science activities in a laboratory with tables and sinks at least once or twice a month.	Table 15	66%	64%	85%
Mean Score - Science		298	296	
Students reported having to read an assigned book (other than a textbook) or article dealing with science at least monthly.	Table 15	37%	37%	75%
Mean Score - Science		293	290	
Students reported having completed a laboratory assignment in which they used science to address a problem found in the community at least once a semester.	Table 15	48%	49%	75%
Mean Score - Science		288	286	
Students reported having conducted laboratory investigations in science that involved designing an experiment and talking to the class about the lab results at least once a semester.	Calc.	39%	40%	75%
Mean Score - Science		287	286	

Engaging Strategies for All Teachers	Reference	Site Teachers	Goal
Teachers used open-ended problems at least weekly for which there was no immediately obvious method of solution.	TS	30%	70%
Teachers required students to work in cooperative groups weekly to deepen understanding of content.	TS	39%	60%
Teachers required students to work on an extended major project that lasted a week or more at least once a semester.	TS	71%	60%
Teachers required students to do computer-assisted research/assignments at least monthly.	TS	37%	60%
Teachers asked students to participate in a class discussion at least weekly about content studied.	TS	67%	80%
Teachers required students to use word processing at least weekly to complete an assignment or project.	TS	18%	85%
Teachers worked with other teachers several times a year to examine students' work to determine if it met state or national standards in their content area.	TS	33%	100%
<p>Teachers reported that they included <u>all</u> of the following forms of assessment in students' final course grades:</p> <ul style="list-style-type: none"> ▲ Teacher-made, open-ended tests ▲ Projects or practical/laboratory exercises ▲ Portfolios of students' work ▲ End-of-course exam in their content area that is used school-wide 	TS	25%	100%

Integrate academic and career/technical content

- **Teachers working together** -- having an organization, structure, and schedule giving academic and career/technical teachers the time to plan and to provide integrated instruction aimed at teaching high-status academic and career/technical content.

	Table Reference	Site All Students	Site CTE Students	Goal
Students reported having joint projects directed by both an academic and a career/technical teacher that required the following:	Table 22	N/A		60%
▲ Reading			62%	
Mean Score - Reading			271	
▲ Writing			64%	
Mean Score - Reading			272	
▲ Mathematics			56%	
Mean Score - Mathematics			292	
▲ Science			56%	
Mean Score - Science			283	

	Reference	Site Teachers	Goal
Teachers strongly agreed that they are familiar with the content and specific goals of courses taught by other teachers in the school.	TS	16%	65%
Teachers reported that they met monthly or more often as part of a team of academic and career/technical teachers to plan joint instructional activities and to take collective responsibility for student learning.	TS	26%	65%

Provide guidance and support to all students

- **Guidance** -- involving each student and his or her parents in a career guidance and individualized advisement system aimed at ensuring the completion of an accelerated program of study with a career/technical or academic concentration.

Indicators	Table Reference	Site All Students	Site CTE Students	Goal
The percentage of students whose responses on seven indicators suggest that the school has an <u>intensive</u> emphasis on providing timely guidance to all students.	Indices	37%	37%	85%
Mean Score - Reading		284	282	
Mean Score - Mathematics		306	303	
Mean Score - Science		299	296	
Students reported that they received the most help in planning a high school program of study before grade nine.	Table 29	24%	24%	85%
Mean Score - Reading		282	279	
Mean Score - Mathematics		303	301	
Mean Score - Science		297	294	
Students reported that at this school they took part in a parent-teacher-student conference to plan a high school program of study at least once a year.	Calc.	31%	32%	85%
Mean Score - Reading		272	271	
Mean Score - Mathematics		294	293	
Mean Score - Science		285	284	

Indicators	Table Reference	Site All Students	Site CTE Students	Goal
Students reported having an adult mentor or advisor who worked with them all four years of high school.	Table 29	37%	38%	90%
Mean Score - Reading		276	275	
Mean Score - Mathematics		298	296	
Mean Score - Science		290	288	
Students reported that they and/or their parents received information or assistance from someone at school about selecting or applying to college.	Table 33	60%	60%	90%
Mean Score - Reading		280	278	
Mean Score - Mathematics		302	300	
Mean Score - Science		294	292	

Improve transition from the middle grades to high school and from high school to work and further study

- **Guidance** -- involving each student and his or her parents in a career guidance and individualized advisement system aimed at ensuring the completion of an accelerated program of study with a career/technical or academic concentration.
- **Extra help** -- providing a structured system of extra help to enable students who lack adequate preparation to complete an accelerated program of study that includes high-level academic and career/technical content.
- **Program of study** -- having students complete a challenging program of study with an upgraded academic core and a concentration. An upgraded academic core includes at least four credits in college-preparatory English and three credits each in mathematics and science, with at least two credits in each area equivalent in content to courses offered in the college-preparatory program. The concentration includes at least four credits in a career or academic major.

Middle School/High School Transition	Reference	Site Teachers	Goal
Teachers reported meeting with teachers from feeder middle grades or junior high schools at least annually to discuss expectations, content knowledge and performance standards for students entering high school.	TS	37%	70%
Teachers reported that their school effectively uses:			
A required parent-student-school conference to plan or review the high school program of study for every entering ninth-grader.	TS	63%	100%
A summer bridge program in reading and mathematics to help selected eighth-graders get ready for high school.	TS	34%	60%
A schedule that allows double periods in reading and mathematics for students who need extra help.	TS	37%	85%
A caring adult assigned to mentor each entering ninth-grader.	TS	41%	60%

High School/Post-High School Transition	Table Reference	Site All Students	Site CTE Students	Goal
Students reported taking a mathematics class during their senior year. Mean Score - Mathematics	Table 10	69% 302	66% 299	100%
Students reported that they were often encouraged by counselors or teachers to take more challenging mathematics courses. Mean Score - Mathematics	Table 29	13% 305	13% 303	100%
Students reported they completed four or more courses in mathematics. Mean Score - Mathematics	Table 10	60% 304	57% 302	100%
Students reported that they were often encouraged by counselors or teachers to take more challenging science courses. Mean Score - Science	Table 29	10% 297	10% 294	100%
Students reported they completed four or more courses in science. Mean Score - Science	Table 14	47% 299	44% 296	100%

Demonstrate strong leadership and focus on continuous improvement

- **Key Condition** -- a school principal with strong, effective leadership who supports, encourages, and actively participates with the faculty in implementing key practices.
- **Keeping Score** -- using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula, and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.

Indicators - Strong Leadership	Reference	Site Teachers	Goal
Teachers reported that each month the principal stressed that they should teach all students to the same high standards.	TS	37%	65%
Teachers strongly agreed that they and school administrators worked as a team to improve student achievement.	TS	37%	70%
Teachers reported that the school or district offers a teacher mentoring or induction program.	TS	85%	60%
Teachers believe a great deal that staff development programs are sustained over time, with ample follow-up activities.	TS	11%	75%
Teachers believe a great deal that staff development experiences have resulted in holding students to current national standards developed by teachers in their fields.	TS	18%	70%
Teachers believe a great deal that they are expected to reflect on what they learn in staff development programs and apply it to the classroom.	TS	33%	75%
Staff members reported that their principal uses data at least annually to continuously evaluate the school's academic, technical programs and activities.	TS	93%	85%
Teachers reported that the principal consults with staff members at least annually before making decisions that affect them.	TS	83%	60%
Teachers reported that the principal talks with them at least annually to make sure that the teaching content in their classes is within the established scope and sequence for the curriculum.	TS	77%	60%

Indicators - Strong Leadership	Reference	Site Teachers	Goal
Teachers reported that the principal organizes study teams at least annually to address how to implement the individual components of the school improvement plan.	TS	86%	60%
Teachers strongly agreed that they continuously use data reports to evaluate the school's academic and technical programs and activities.	TS	25%	70%
Teachers reported that at least every semester the principal encourages them to experiment with their instructional strategies.	TS	58%	75%
Teachers strongly agreed that they continually learn and seek new ideas on how to improve students' achievement.	TS	42%	70%

Support the staff with professional development

- **Key Condition** -- a system superintendent and school board members who support school administrators and teachers in carrying out the key practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan together, and six to eight days per year of staff development on using the key practices to improve student learning.

Indicators - Teachers reported they received more than 40 hours of staff development during the past three years on:	Reference	Site Teachers	Goal
Raising expectations for student achievement.	TS	5%	75%
Additional study and greater depth in content areas.	TS	13%	75%
Using reading and writing for learning in the content area and across the curriculum.	TS	8%	75%
Teaching students to interact and cooperate with each other during the learning process.	TS	5%	75%
Studying samples of students' work.	TS	5%	75%
Using project-based learning to deepen understanding of content.	TS	5%	75%

Indicators - Teachers reported they received more than 40 hours of staff development provided during the past three years on:	Reference	Site Teachers	Goal
Using performance assessments, such as presentations, writing, and projects.	TS	6%	75%
Having students design and conduct research investigations.	TS	3%	75%
Using applied learning strategies to teach higher level academic content to all students.	TS	4%	75%
Teachers reported participating in professional development that:			
Required reading professional literature and viewing professional videotapes with a study group.	TS	39%	85%
Required them to do research based on their own classrooms.	TS	33%	85%
Required being observed and receiving feedback from other educators.	TS	69%	85%
Required working with other teachers who are successful in having students master high-level content.	TS	53%	85%

REPORT SUMMARY FOR ALL STUDENTS AND CAREER/TECHNICAL COMPLETERS

Assessment Completion Summary **The 2004 *High Schools That Work* Assessment**

Number of students who completed the Student Survey and:

<u>All</u>	<u>CTE</u>	
59367	41654	The Reading Assessment
60558	42436	The Mathematics Assessment
60632	42526	The Science Assessment
57182	40084	All Three Assessments

Students who met the criteria for the Award of Educational Achievement:

11144	Students received the Award of Educational Achievement
8643	Students met the award criteria with a CTE concentration
734	CTE students also met the criteria for a mathematics/science concentration
2425	CTE students also met the criteria for a humanities concentration
1346	Students met the award criteria with a mathematics/science concentration
4696	Students met the award criteria with a humanities concentration

Table 1

**Summary of Mean Scores and Percentage of
Students Meeting Performance Goals**

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

	2004 Site		2002 Site		2004 High-Scoring Sites in Your Category		2004 All Sites	
	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>
Reading Mean Score	278 (0.1)	276 (0.2)	278 (0.1)	278 (0.1)	294 (0.6)	291 (0.8)	278 (0.1)	277 (0.2)
Mathematics Mean Score	299 (0.1)	297 (0.2)	297 (0.1)	296 (0.1)	317 (0.6)	314 (0.7)	300 (0.1)	298 (0.2)
Science Mean Score	291 (0.2)	289 (0.2)	289 (0.2)	289 (0.2)	313 (0.7)	310 (0.9)	293 (0.2)	290 (0.2)
<u>Percent Reaching Goal:</u>								
Reading (279)	53%	51%	54%	53%	75%	72%	54%	52%
Mathematics (297)	58%	55%	56%	55%	80%	79%	59%	57%
Science (299)	47%	44%	46%	45%	70%	67%	48%	46%

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 2

Completing the 2004 Recommended Curriculum* and Meeting Performance Goals

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

	2004 Site		2002 Site		2004 High-Scoring Sites in Your Category		2004 All Sites	
	%	<u>Mean</u>	%	<u>Mean</u>	%	<u>Mean</u>	%	<u>Mean</u>
English: 4 Credits in College-Prep Courses								
All Students								
Yes	40	286 (0.2)			53	299 (0.8)	40	287 (0.2)
No	60	272 (0.2)			47	288 (0.8)	60	272 (0.2)
CTE Students								
Yes	38	284 (0.2)			49	296 (1.1)	38	285 (0.2)
No	62	271 (0.2)			51	287 (1.0)	62	271 (0.2)
Mathematics: 4 Credits in College-Prep Courses								
All Students								
Yes	42	314 (0.2)			66	326 (0.6)	42	315 (0.2)
No	58	288 (0.2)			34	301 (0.9)	58	289 (0.2)
CTE Students								
Yes	38	312 (0.2)			62	323 (0.8)	39	313 (0.2)
No	62	287 (0.2)			38	301 (1.0)	61	288 (0.2)

*See Appendix for a description of the recommended curriculum.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 2 (continued)

Completing the 2004 Recommended Curriculum* and Meeting Performance Goals

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

	2004 Site		2002 Site		2004 High-Scoring Sites in Your Category		2004 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
Science: 3 Credits, 2 College-Prep Courses								
All Students								
Yes	56	300 (0.2)	53	299 (0.2)	75	318 (0.8)	57	302 (0.2)
No	44	279 (0.3)	47	278 (0.3)	25	298 (1.3)	43	281 (0.3)
CTE Students								
Yes	54	298 (0.3)	52	298 (0.3)	73	314 (1.0)	54	299 (0.2)
No	46	279 (0.3)	48	279 (0.3)	27	299 (1.5)	46	281 (0.3)
Social Studies: 3 Credits, College-Prep Courses**								
All Students								
Yes	59	283 (0.2)	60	283 (0.2)	72	297 (0.7)	59	283 (0.2)
No	41	272 (0.2)	40	272 (0.2)	28	288 (1.0)	41	272 (0.2)
CTE Students								
Yes	56	281 (0.2)	60	282 (0.2)	69	294 (0.9)	56	282 (0.2)
No	44	271 (0.2)	40	272 (0.2)	31	286 (1.3)	44	272 (0.2)

*See Appendix for a description of the recommended curriculum.

**The mean reading scores are given for students completing or not completing three credits in social studies.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 2 (continued)

Completing the 2004 Recommended Curriculum and Meeting Performance Goals
The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

									2004 High-Scoring Sites in Your Category

Table 2A

Completing the Recommended Curriculum* and Meeting Performance Goals
(Curricula Prior to 2004)

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

	2004 Site		2002 Site		2004 High-Scoring Sites in Your Category		2004 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
English: 4 Credits in College-Prep Courses								
All Students								
Yes	36	287 (0.2)	34	288 (0.2)	50	299 (0.8)	36	287 (0.2)
No	64	273 (0.2)	66	274 (0.2)	50	289 (0.8)	64	273 (0.2)
CTE Students								
Yes	34	285 (0.2)	34	287 (0.2)	46	296 (1.1)	34	285 (0.2)
No	66	272 (0.2)	66	273 (0.2)	54	287 (1.0)	66	272 (0.2)
Mathematics: 3 Credits in College-Prep Courses								
All Students								
Yes	81	305 (0.1)	78	304 (0.1)	93	319 (0.6)	81	305 (0.1)
No	19	278 (0.3)	22	279 (0.3)	7	290 (2.1)	19	278 (0.3)
CTE Students								
Yes	80	303 (0.2)	77	303 (0.2)	93	316 (0.7)	80	303 (0.2)
No	20	279 (0.3)	23	279 (0.3)	7	288 (2.4)	20	279 (0.3)

*The *HSTW* recommended curricula for English and mathematics changed in 2004. The recommended curricula prior to 2004 is reported for these subject areas for historical/trend analysis. See Appendix for a description of the recommended curriculum.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 2A (continued)

Completing the Recommended Curriculum* and Meeting Performance Goals
(Curricula Prior to 2004)

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

									2004 High-Scoring Sites in Your Category
		2004 Site			2002 Site				
Completed All <i>HSTW</i> Recommended Curricula and Met All Performance Goals (Curricula Prior to 2004)*	%	Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>	%	Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>	%
All Students									
Yes	15	307 (0.2)	328 (0.2)	328 (0.2)	14	307 (0.2)	327 (0.2)	328 (0.2)	33
No	85	273 (0.1)	295 (0.1)	286 (0.2)	86	274 (0.1)	293 (0.1)	285 (0.2)	67
CTE Students									
Yes	13	306 (0.2)	327 (0.2)	327 (0.2)	14	306 (0.2)	326 (0.2)	327 (0.2)	27
No	87	272 (0.2)	293 (0.2)	285 (0.2)	86	273 (0.2)	293 (0.2)	284 (0.2)	73
Completed All <i>HSTW</i> Recommended Curricula Regardless of Performance (Curricula Prior to 2004)*									
All Students									
Yes	28	291 (0.2)	314 (0.2)	308 (0.3)	25	292 (0.2)	313 (0.2)	308 (0.3)	44
No	72	273 (0.2)	295 (0.2)	287 (0.2)	75	274 (0.2)	293 (0.2)	285 (0.2)	56
CTE Students									
Yes	26	289 (0.3)	311 (0.3)	305 (0.3)	25	291 (0.3)	312 (0.2)	307 (0.3)	40
No	74	272 (0.2)	293 (0.2)	286 (0.2)	75	274 (0.2)	292 (0.2)	284 (0.2)	60

*The *HSTW* recommended curricula for English and mathematics changed in 2004. The recommended curricula prior to 2004 is reported for these subject areas for historical/trend analysis. See Appendix for a description of the recommended curriculum.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 2B

Concentration Information for Award Recipients

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
CTE Concentration									
Yes	78	305 (0.2)	327 (0.2)	327 (0.2)					63
No	22	311 (0.4)	334 (0.3)	334 (0.4)					37
Mathematics/Science Concentration									
Yes	12	311 (0.5)	337 (0.5)	336 (0.5)					20
No	88	306 (0.2)	327 (0.2)	328 (0.2)					80
Humanities Concentration									
Yes	42	310 (0.3)	333 (0.2)	333 (0.3)					62
No	58	303 (0.2)	325 (0.2)	326 (0.2)					38

****HSTW* Award recipients met the three assessment performance goals, two of the three academic curriculum goals and completed a career/technical concentration or a concentration in mathematics/science or the humanities.**

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 3

Percentage of Students Performing within Each Proficiency Level

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Proficiency Levels ¹	2004 Site		2002 Site		2004 High-Scoring Sites in Your Category		NAEP ² National
	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>	
Reading							(2002 Reading)
Below Basic	25	26	24	24	10	12	28
Basic (262 - 287)	36	37	37	38	27	30	38
Proficient (288 - 316)	33	32	33	33	46	45	30
Advanced (317 - 500)	7	6	6	6	17	13	4
Mathematics							(2000 Mathematics)
Below Basic	42	45	44	45	20	21	35
Basic (297 - 327)	43	43	43	43	46	50	48
Proficient (328 - 348)	12	11	11	10	25	23	14
Advanced (349 - 500)	3	2	2	2	9	6	2
Science							(2000 Science)
Below Basic	53	56	54	55	30	33	47
Basic (299 - 325)	29	28	29	29	34	37	34
Proficient (326 - 351)	15	14	15	14	28	24	16
Advanced (352 - 500)	3	2	2	2	8	6	2

¹See Appendix for a description of the *HSTW* proficiency levels and the procedures used to establish the proficiency-level cut scores.

²The National Assessment of Educational Progress (NAEP) conducts rigorous assessments of student achievement in reading, mathematics, science and other academic subjects. Also rigorous, the *HSTW* assessments were developed to mirror as much as possible the NAEP assessments, and the *HSTW* proficiency levels are referenced to the proficiency levels established for NAEP. Since the NAEP assessments have undergone important changes over the past several years, the *HSTW* scale scores and proficiency levels are no longer equivalent to NAEP. Yet, the NAEP proficiency levels can still serve as a useful reference point for interpreting *HSTW* results.

READING ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING

Table 4A

Reading Achievement: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
 Your School Category: A
 Group: All Students

Reading Goal: 279

	Reaching Goal %	2004 Site %	2004 Site Mean	2002 Site %	2002 Site Mean	2004 High-Scoring Sites in Your Category %	2004 High-Scoring Sites in Your Category Mean	2004 All Sites %	2004 All Sites Mean
All Students	53	100	278 (0.1)	100	278 (0.1)	100	294 (0.6)	100	278 (0.1)
CTE Students	51	100	276 (0.2)	100	278 (0.1)	100	291 (0.8)	100	277 (0.2)
Gender									
All Students									
Female	56	52	281 (0.2)	52	282 (0.2)	56	295 (0.7)	52	281 (0.2)
Male	50	48	274 (0.2)	48	275 (0.2)	44	293 (1.0)	48	275 (0.2)
CTE Students									
Female	54	50	279 (0.2)	51	281 (0.2)	55	291 (0.9)	50	280 (0.2)
Male	49	50	273 (0.2)	49	274 (0.2)	45	291 (1.3)	50	273 (0.2)
Race/Ethnicity									
All Students									
African American	37	21	268 (0.3)	22	269 (0.3)	27	285 (1.1)	21	268 (0.3)
Latino, Hispanic	45	7	271 (0.5)	7	271 (0.5)	11	288 (1.7)	7	272 (0.5)
White	60	65	282 (0.2)	66	282 (0.2)	48	299 (0.8)	65	282 (0.2)
Other Minority	49	4	273 (0.7)	4	274 (0.7)	12	295 (1.7)	4	274 (0.7)
Multiracial	52	2	276 (0.9)	2	279 (0.9)	3	295 (4.4)	2	276 (0.9)
CTE Students									
African American	35	21	267 (0.3)	21	269 (0.3)	27	283 (1.4)	20	267 (0.3)
Latino, Hispanic	43	7	269 (0.6)	7	271 (0.6)	12	288 (1.8)	7	270 (0.6)
White	57	66	280 (0.2)	66	281 (0.2)	46	296 (1.2)	66	280 (0.2)
Other Minority	47	4	272 (0.9)	4	274 (0.8)	12	294 (2.1)	4	272 (0.9)
Multiracial	49	2	274 (1.1)	2	278 (1.0)	3	296 (4.8)	2	274 (1.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 4B

Reading Proficiency Levels: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site ¹					NAEP ² (2002 Reading)				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
All Students	100	25	36	33	7	100	28	38	30	4
CTE Students	100	26	37	32	6					
Gender										
All Students										
Female	52	20	39	35	6	50	21	37	36	6
Male	48	30	32	31	7	50	35	39	24	2
CTE Students										
Female	50	21	41	33	5					
Male	50	31	33	30	6					

¹See Appendix for a description of the *HSTW* proficiency levels and the procedures used to establish the proficiency-level cut scores.

²The National Assessment of Educational Progress (NAEP) conducts rigorous assessments of student achievement in reading, mathematics, science and other academic subjects. Also rigorous, the *HSTW* assessments were developed to mirror as much as possible the NAEP assessments, and the *HSTW* proficiency levels are referenced to the proficiency levels established for NAEP. Since the NAEP assessments have undergone important changes over the past several years, the *HSTW* scale scores and proficiency levels are no longer equivalent to NAEP. Yet, the NAEP proficiency levels can still serve as a useful reference point for interpreting *HSTW* results.

Table 4B (continued)

Reading Proficiency Levels: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site ¹					NAEP ² (2002 Reading)				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
Race/Ethnicity³										
All Students										
African American	21	35	41	21	2	13	49	37	14	0
Latino, Hispanic	7	30	39	27	3	14	42	37	20	1
White	65	20	34	38	9	66	21	38	36	5
Other Minority	4	29	36	28	7	--	--	--	--	--
Multiracial	2	27	35	32	6	--	--	--	--	--
CTE Students										
African American	21	37	41	20	2					
Latino, Hispanic	7	32	39	26	3					
White	66	22	35	36	7					
Other Minority	4	31	37	27	6					
Multiracial	2	29	36	30	5					

¹See Appendix for a description of the *HSTW* proficiency levels and the procedures used to establish the proficiency-level cut scores.

²The National Assessment of Educational Progress (NAEP) conducts rigorous assessments of student achievement in reading, mathematics, science and other academic subjects. Also rigorous, the *HSTW* assessments were developed to mirror as much as possible the NAEP assessments, and the *HSTW* proficiency levels are referenced to the proficiency levels established for NAEP. Since the NAEP assessments have undergone important changes over the past several years, the *HSTW* scale scores and proficiency levels are no longer equivalent to NAEP. Yet, the NAEP proficiency levels can still serve as a useful reference point for interpreting *HSTW* results.

³Race/ethnicity categories for *HSTW* and NAEP are defined differently and may not be comparable.

Table 5

Reading: Percentage of Correct Responses by Purposes and Stances

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Reading Goal: 279

	2004 Site		2002 Site		2004 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>
Reading Purposes*						
To Gain Information	62	61	63	62	72	70
To Perform a Task	64	63	68	68	73	72
Stances*						
Initial Understanding	77	76	79	78	82	81
Develop Interpretation	62	61	66	65	72	70
Personal Response	45	44	47	46	56	55
Critical Stances	68	67	67	67	77	76

* See Appendix for information about the contents of the test.

Table 6

Reading: English Course Experience

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
English Courses Taken or Currently Taking												
Basic English 9	12	260 (0.4)	13	259 (0.5)	14	263 (0.4)	14	263 (0.4)	11	279 (1.6)	11	277 (2.1)
General English 9	52	273 (0.2)	53	272 (0.2)	53	274 (0.2)	53	274 (0.2)	39	286 (0.9)	43	285 (1.1)
Academic English 9	43	286 (0.2)	41	284 (0.2)	42	286 (0.2)	42	285 (0.2)	60	299 (0.8)	57	296 (1.0)
Basic English 10	11	262 (0.4)	12	261 (0.5)	12	262 (0.4)	12	262 (0.5)	10	281 (1.8)	11	279 (2.2)
General English 10	49	272 (0.2)	51	271 (0.2)	50	274 (0.2)	51	273 (0.2)	35	286 (0.9)	39	285 (1.1)
Academic English 10	44	286 (0.2)	41	284 (0.2)	43	287 (0.2)	43	286 (0.2)	61	299 (0.7)	58	296 (1.0)
Basic English 11	9	258 (0.5)	9	257 (0.6)	10	261 (0.5)	10	261 (0.5)	8	280 (2.0)	8	277 (2.6)
General English 11	46	272 (0.2)	48	271 (0.2)	48	274 (0.2)	49	273 (0.2)	35	286 (0.9)	40	285 (1.1)
Applied Communication or Tech. English 11	7	267 (0.5)	8	267 (0.6)	9	268 (0.5)	9	268 (0.5)	7	281 (2.0)	8	279 (2.5)
Academic English 11	42	286 (0.2)	40	284 (0.2)	42	287 (0.2)	41	286 (0.2)	55	298 (0.8)	50	295 (1.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 6 (continued)

Reading: English Course Experience

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean
English Courses Taken or Currently Taking												
Basic English 12	7	258 (0.5)	8	257 (0.6)	8	261 (0.5)	8	261 (0.6)	6	279 (2.2)	7	277 (2.9)
General English 12	42	272 (0.2)	44	271 (0.2)	43	274 (0.2)	43	273 (0.2)	31	284 (0.9)	36	284 (1.2)
Applied Communication or Tech. English 12	8	268 (0.5)	9	268 (0.5)	10	268 (0.4)	12	268 (0.4)	4	280 (2.9)	5	278 (3.6)
Academic English 12	37	285 (0.2)	36	283 (0.2)					52	297 (0.8)	48	294 (1.1)
Advanced Placement English	12	295 (0.4)	9	292 (0.5)					25	307 (1.0)	22	303 (1.5)
Journalism	9	282 (0.4)	8	280 (0.5)	10	283 (0.4)	9	282 (0.5)	13	296 (1.6)	13	294 (2.2)
Business English	2	262 (1.1)	2	261 (1.2)	2	263 (1.0)	3	263 (1.1)	3	279 (3.3)	4	278 (4.3)
Debate	17	282 (0.3)	15	280 (0.4)	0		0		22	293 (1.1)	23	291 (1.4)
Reading	7	264 (0.5)	7	261 (0.6)	8	268 (0.5)	8	267 (0.6)	11	283 (1.8)	11	280 (2.0)
English as a Second Language	3	257 (0.9)	3	255 (1.0)					4	275 (2.5)	5	274 (3.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 7

Student Reading Achievement and Perceptions About English Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Wrote a Major Research Paper on a Subject I Chose in English												
Never	10	271 (0.4)	10	269 (0.5)					9	294 (2.2)	8	291 (3.1)
Once a Year	28	280 (0.2)	27	278 (0.3)					26	295 (1.2)	26	293 (1.5)
Once a Semester	38	278 (0.2)	38	277 (0.2)					39	295 (0.9)	39	291 (1.2)
Twice a Semester or More	24	277 (0.3)	24	276 (0.3)					26	291 (1.1)	27	289 (1.5)
Read an Assigned Book Outside Class and Demonstrated Understanding of Main Ideas												
Never	14	266 (0.3)	15	265 (0.4)	18	271 (0.3)	18	271 (0.3)	8	279 (2.1)	9	276 (2.8)
Once a Year	20	273 (0.3)	21	272 (0.3)	21	275 (0.3)	21	275 (0.3)	17	288 (1.4)	17	287 (1.8)
Once a Semester	31	279 (0.2)	31	278 (0.3)	31	279 (0.2)	31	279 (0.3)	31	292 (1.0)	32	290 (1.3)
Once or Twice a Month	26	284 (0.2)	25	282 (0.3)	24	285 (0.3)	23	284 (0.3)	33	300 (1.0)	32	296 (1.3)
Weekly/Several Times a Week	9	282 (0.4)	9	280 (0.5)	6	279 (0.6)	6	279 (0.6)	11	302 (1.6)	11	299 (2.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean
Made an Oral Presentation on a Project or Assignment to Meet Quality Requirements												
Never	7	267 (0.6)	7	266 (0.7)	7	269 (0.5)	7	269 (0.6)	4	285 (3.0)	5	288 (3.6)
Once a Year	20	275 (0.3)	21	273 (0.3)	23	276 (0.3)	23	275 (0.3)	14	289 (1.5)	13	286 (2.1)
Once a Semester	39	279 (0.2)	38	277 (0.2)	38	280 (0.2)	38	279 (0.2)	39	294 (0.9)	39	290 (1.2)
Once or Twice a Month	28	282 (0.2)	27	280 (0.3)	26	282 (0.2)	26	281 (0.3)	34	297 (1.0)	34	295 (1.2)
Weekly/Several Times a Week	7	274 (0.5)	7	273 (0.6)	6	275 (0.5)	6	275 (0.6)	8	292 (2.2)	9	290 (2.6)
Completed Short Writing Assignments of 1 to 3 Pages That Were Graded												
Never	2	249 (1.2)	2	248 (1.4)	2	255 (1.1)	2	254 (1.3)	1	258 (7.0)	1	253 (10.6)
Once a Year	6	259 (0.6)	6	259 (0.7)	10	263 (0.4)	10	263 (0.5)	3	275 (3.3)	4	276 (3.5)
Once a Semester	19	271 (0.3)	20	270 (0.3)	20	272 (0.3)	21	272 (0.3)	15	285 (1.5)	15	284 (1.7)
Once or Twice a Month	42	281 (0.2)	42	279 (0.2)	40	283 (0.2)	39	282 (0.2)	43	295 (0.9)	45	292 (1.1)
Weekly/Several Times a Week	31	283 (0.2)	30	281 (0.3)	28	284 (0.2)	27	283 (0.3)	38	299 (0.9)	35	296 (1.2)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean
Drafted, Edited, Rewrote Writing Assignments Before Given a Grade												
Never	6	264 (0.6)	7	262 (0.7)	6	266 (0.6)	6	265 (0.7)	5	289 (3.4)	6	287 (4.0)
Once a Year	13	270 (0.4)	14	268 (0.4)	13	270 (0.4)	14	270 (0.4)	10	287 (1.9)	10	283 (2.6)
Once a Semester	28	276 (0.2)	28	275 (0.3)	27	276 (0.3)	27	275 (0.3)	26	292 (1.1)	25	287 (1.4)
Once or Twice a Month	35	284 (0.2)	35	282 (0.2)	35	284 (0.2)	35	283 (0.2)	41	298 (0.9)	41	296 (1.1)
Weekly/Several Times a Week	17	280 (0.3)	17	278 (0.3)	19	281 (0.3)	18	281 (0.3)	18	293 (1.5)	18	292 (1.9)
Analyzed Works of Literature in Class												
Never	9	262 (0.4)	10	262 (0.5)	10	265 (0.4)	10	265 (0.5)	3	271 (3.3)	4	272 (4.4)
Once a Year	14	268 (0.3)	15	267 (0.4)	15	269 (0.3)	15	269 (0.4)	9	281 (1.7)	9	281 (2.3)
Once a Semester	21	271 (0.3)	22	271 (0.3)	22	273 (0.3)	22	272 (0.3)	15	285 (1.5)	17	283 (1.7)
Once or Twice a Month	26	281 (0.2)	25	280 (0.3)	26	282 (0.2)	26	281 (0.3)	27	292 (1.1)	28	291 (1.4)
Weekly/Several Times a Week	29	289 (0.2)	27	287 (0.3)	28	289 (0.2)	27	288 (0.3)	46	302 (0.8)	42	299 (1.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Completed a Joint Writing Assignment for English and Another Class and Received a Grade in Both Classes												
Never	49	285 (0.2)	48	282 (0.2)	49	285 (0.2)	48	284 (0.2)	56	298 (0.8)	54	295 (1.0)
Once a Year	19	275 (0.3)	19	274 (0.4)	18	276 (0.3)	19	275 (0.4)	16	290 (1.5)	16	290 (1.9)
Once a Semester	18	270 (0.3)	19	269 (0.4)	19	271 (0.3)	19	271 (0.3)	15	287 (1.6)	17	284 (1.9)
Once or Twice a Month	10	268 (0.4)	10	268 (0.5)	10	269 (0.4)	10	269 (0.5)	10	285 (1.8)	10	283 (2.3)
Weekly/Several Times a Week	3	263 (0.7)	4	263 (0.9)	3	263 (0.8)	3	264 (0.9)	3	289 (3.0)	3	295 (3.7)
Time Spent Daily Watching TV or Playing Video/Computer Games												
4 or More Hours	16	274 (0.3)	16	273 (0.4)	17	273 (0.3)	16	273 (0.4)	14	291 (1.6)	14	290 (1.9)
At Least 3 Hours, Less than 4	12	278 (0.4)	12	277 (0.4)	12	278 (0.4)	12	278 (0.4)	12	293 (1.5)	12	292 (2.1)
At Least 2 Hours, Less than 3	23	278 (0.3)	23	276 (0.3)	23	279 (0.3)	23	279 (0.3)	24	294 (1.2)	24	291 (1.5)
More than 1 Hour, Less than 2	22	280 (0.3)	22	278 (0.3)	22	281 (0.3)	22	280 (0.3)	23	294 (1.2)	22	292 (1.8)
1 Hour or Less	27	277 (0.3)	27	275 (0.3)	26	279 (0.3)	27	277 (0.3)	27	295 (1.2)	29	290 (1.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
 Your School Category: A
 Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean
Time Spent Reading Non-school Related Materials Outside of Class Each Week												
Less than 30 Minutes	36	270 (0.2)	37	269 (0.2)	31	270 (0.2)	32	270 (0.3)	27	285 (1.1)	30	285 (1.2)
Between 30 Minutes and 1 Hour	27	278 (0.2)	27	276 (0.3)	29	278 (0.2)	29	278 (0.3)	25	291 (1.1)	26	287 (1.4)
Between 1 and 2 Hours	16	281 (0.3)	16	279 (0.4)	18	282 (0.3)	19	281 (0.3)	17	296 (1.3)	16	294 (1.8)
Between 2 and 3 Hours	9	285 (0.4)	8	283 (0.5)	9	285 (0.4)	9	285 (0.5)	12	298 (1.6)	11	297 (2.3)
Between 3 and 4 Hours	4	288 (0.6)	4	284 (0.8)	5	287 (0.6)	4	286 (0.7)	6	305 (2.1)	5	302 (3.2)
More than 4 Hours	8	291 (0.5)	8	289 (0.6)	8	291 (0.5)	7	289 (0.6)	13	305 (1.8)	12	300 (2.6)
Number of Books Read This Year for English Class												
0-1 Book	36	274 (0.2)	38	273 (0.2)					27	287 (1.1)	27	286 (1.3)
2-3 Books	39	277 (0.2)	39	276 (0.2)					37	290 (0.9)	41	288 (1.1)
4-5 Books	16	282 (0.3)	15	280 (0.4)					20	301 (1.2)	19	298 (1.7)
6-7 Books	5	284 (0.6)	5	280 (0.8)					9	303 (2.2)	8	298 (3.5)
8-10 Books	3	289 (0.9)	2	286 (1.2)					4	308 (2.5)	3	305 (3.9)
11 Books or More	1	284 (1.3)	1	279 (1.7)					3	310 (3.2)	2	306 (5.0)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Number of Books Read This Year Both In and Out of School												
None	13	265 (0.4)	14	264 (0.4)					8	279 (2.0)	8	280 (2.6)
1-2 Books	29	272 (0.2)	31	271 (0.3)					23	284 (1.2)	25	283 (1.6)
Between 3-5 Books	32	279 (0.2)	32	278 (0.3)					30	291 (1.0)	31	289 (1.1)
Between 6-10 Books	15	287 (0.3)	14	285 (0.4)					24	301 (1.1)	23	299 (1.6)
Between 11-20 Books	6	293 (0.5)	5	290 (0.6)					9	309 (1.7)	8	304 (2.4)
More Than 20 Books	4	292 (0.7)	4	290 (0.9)					7	309 (2.0)	6	305 (3.0)
English Teachers Relate Content to Real-Life Issues												
Never	8	272 (0.5)	8	270 (0.6)	7	272 (0.5)	7	271 (0.6)	8	288 (2.3)	8	283 (2.9)
Seldom	20	278 (0.3)	20	276 (0.4)	18	279 (0.3)	18	277 (0.4)	21	294 (1.3)	19	291 (1.9)
Sometimes	35	278 (0.2)	35	276 (0.3)	36	279 (0.2)	36	278 (0.3)	34	295 (1.0)	34	292 (1.3)
Often	37	278 (0.2)	37	277 (0.2)	39	279 (0.2)	39	278 (0.2)	38	294 (0.9)	38	292 (1.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
I Discuss and Debate with Other Students Topics I Have Read in <u>English Classes</u>												
Never	19	273 (0.3)	20	272 (0.3)					13	287 (1.6)	13	286 (2.2)
Once a Year	15	273 (0.3)	15	272 (0.4)					12	287 (1.8)	13	285 (2.1)
Once a Semester	20	274 (0.3)	21	273 (0.3)					18	289 (1.3)	19	285 (1.6)
Once or Twice a Month	24	282 (0.3)	23	280 (0.3)					27	297 (1.0)	26	294 (1.4)
Weekly/Several Times a Week	22	285 (0.3)	21	283 (0.3)					30	299 (1.1)	28	298 (1.4)
I Work with Other Students to Revise and Improve My Writing												
Never	21	276 (0.3)	22	275 (0.3)					20	293 (1.3)	21	291 (1.7)
Once a Year	16	275 (0.3)	16	274 (0.4)					14	291 (1.5)	14	289 (2.0)
Once a Semester	24	277 (0.3)	24	275 (0.3)					24	292 (1.2)	23	288 (1.6)
Once or Twice a Month	26	282 (0.2)	26	280 (0.3)					30	299 (1.0)	30	296 (1.4)
Weekly/Several Times a Week	12	276 (0.4)	12	275 (0.4)					12	290 (1.7)	13	290 (2.0)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279

<u>In Classes Other Than English</u>	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
We Read Silently and Then Discuss and Apply What We Have Read												
Never	13	277 (0.4)	13	275 (0.5)	11	276 (0.4)	11	274 (0.5)	13	296 (1.7)	12	290 (2.3)
Seldom	29	280 (0.2)	28	278 (0.3)	27	281 (0.3)	26	280 (0.3)	29	297 (1.1)	29	294 (1.4)
Sometimes	40	277 (0.2)	40	276 (0.2)	41	279 (0.2)	42	278 (0.2)	39	292 (0.9)	40	290 (1.2)
Often	19	275 (0.3)	19	274 (0.3)	21	277 (0.3)	21	276 (0.3)	19	291 (1.3)	19	290 (1.7)
Teachers Helped Me Understand What I Have Read												
Never	8	272 (0.5)	8	271 (0.6)	7	273 (0.6)	7	272 (0.6)	6	289 (2.5)	7	285 (3.1)
Seldom	25	278 (0.3)	25	277 (0.3)	23	278 (0.3)	23	277 (0.3)	24	294 (1.3)	23	291 (1.7)
Sometimes	45	278 (0.2)	45	276 (0.2)	46	279 (0.2)	46	278 (0.2)	44	294 (0.9)	44	291 (1.1)
Often	22	278 (0.3)	22	276 (0.3)	24	279 (0.3)	24	278 (0.3)	26	294 (1.1)	26	293 (1.4)
We Discussed or Debated Topics from Materials We Have Read												
Never	6	268 (0.6)	6	267 (0.7)	5	267 (0.7)	5	266 (0.8)	4	288 (3.1)	3	283 (4.1)
Seldom	21	276 (0.3)	21	275 (0.3)	19	277 (0.3)	19	276 (0.4)	17	294 (1.5)	16	289 (2.0)
Sometimes	47	278 (0.2)	47	277 (0.2)	48	280 (0.2)	48	279 (0.2)	47	294 (0.8)	48	292 (1.1)
Often	27	280 (0.2)	26	278 (0.3)	28	280 (0.2)	28	279 (0.3)	32	295 (1.0)	32	292 (1.2)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

MATHEMATICS ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING

Table 8A

Mathematics Achievement: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
 Your School Category: A
 Group: All Students

Mathematics Goal: 297

	Reaching Goal %	2004 Site %	2004 Site Mean	2002 Site %	2002 Site Mean	2004 High-Scoring Sites in Your Category %	2004 High-Scoring Sites in Your Category Mean	2004 All Sites %	2004 All Sites Mean
All Students	58	100	299 (0.1)	100	297 (0.1)	100	317 (0.6)	100	300 (0.1)
CTE Students	55	100	297 (0.2)	100	296 (0.1)	100	314 (0.7)	100	298 (0.2)
Gender									
All Students									
Female	57	51	298 (0.2)	52	297 (0.2)	56	315 (0.7)	52	299 (0.2)
Male	59	49	299 (0.2)	48	298 (0.2)	44	321 (0.9)	48	301 (0.2)
CTE Students									
Female	54	50	296 (0.2)	51	296 (0.2)	55	311 (0.9)	50	297 (0.2)
Male	57	50	297 (0.2)	49	297 (0.2)	45	319 (1.1)	50	299 (0.2)
Race/Ethnicity									
All Students									
African American	39	22	286 (0.3)	22	285 (0.3)	27	308 (1.0)	21	288 (0.3)
Latino, Hispanic	50	7	292 (0.5)	7	291 (0.5)	11	311 (1.7)	7	294 (0.5)
White	66	64	304 (0.2)	66	302 (0.2)	48	323 (0.8)	65	305 (0.2)
Other Minority	57	4	298 (0.7)	4	296 (0.8)	12	322 (1.8)	4	300 (0.7)
Multiracial	55	2	296 (0.9)	2	295 (0.9)	3	321 (3.0)	2	297 (0.9)
CTE Students									
African American	36	21	285 (0.3)	21	285 (0.3)	27	305 (1.3)	20	287 (0.3)
Latino, Hispanic	48	7	291 (0.6)	7	291 (0.6)	12	310 (1.9)	7	293 (0.6)
White	62	65	301 (0.2)	66	301 (0.2)	46	319 (1.0)	66	302 (0.2)
Other Minority	55	4	295 (0.8)	4	295 (0.9)	12	318 (2.3)	4	298 (0.8)
Multiracial	53	2	294 (1.1)	2	295 (1.0)	3	321 (3.8)	2	295 (1.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 8B

Mathematics Proficiency Levels: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site ¹					NAEP ² (2000 Mathematics)				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
All Students	100	42	43	12	3	100	35	48	14	2
CTE Students	100	45	43	11	2					
Gender										
All Students										
Female	51	43	45	11	2	51	36	50	13	1
Male	49	41	41	14	4	49	34	46	17	3
CTE Students										
Female	50	46	44	9	1					
Male	50	43	41	12	3					

¹See Appendix for a description of the *HSTW* proficiency levels and the procedures used to establish the proficiency-level cut scores.

²The National Assessment of Educational Progress (NAEP) conducts rigorous assessments of student achievement in reading, mathematics, science and other academic subjects. Also rigorous, the *HSTW* assessments were developed to mirror as much as possible the NAEP assessments, and the *HSTW* proficiency levels are referenced to the proficiency levels established for NAEP. Since the NAEP assessments have undergone important changes over the past several years, the *HSTW* scale scores and proficiency levels are no longer equivalent to NAEP. Yet, the NAEP proficiency levels can still serve as a useful reference point for interpreting *HSTW* results.

Table 8B (continued)

Mathematics Proficiency Levels: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site ¹					NAEP ² (2000 Mathematics)				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
Race/Ethnicity³										
All Students										
African American	22	61	34	4		14	69	28	2	0
Latino, Hispanic	7	50	41	8	1	11	56	39	4	0
White	64	34	46	16	4	70	26	54	18	3
Other Minority	4	43	41	12	4	--	--	--	--	
Multiracial	2	45	42	11	2	--	--	--	--	
CTE Students										
African American	21	64	32	4						
Latino, Hispanic	7	52	40	6	1					
White	65	38	46	13	3					
Other Minority	4	45	42	11	3					
Multiracial	2	47	41	9	3					

¹See Appendix for a description of the *HSTW* proficiency levels and the procedures used to establish the proficiency-level cut scores.

²The National Assessment of Educational Progress (NAEP) conducts rigorous assessments of student achievement in reading, mathematics, science and other academic subjects. Also rigorous, the *HSTW* assessments were developed to mirror as much as possible the NAEP assessments, and the *HSTW* proficiency levels are referenced to the proficiency levels established for NAEP. Since the NAEP assessments have undergone important changes over the past several years, the *HSTW* scale scores and proficiency levels are no longer equivalent to NAEP. Yet, the NAEP proficiency levels can still serve as a useful reference point for interpreting *HSTW* results.

³Race/ethnicity categories for *HSTW* and NAEP are defined differently and may not be comparable.

Table 9

Mathematics: Percentage of Correct Responses by Content and Process Area

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Mathematics Goal: 297

	2004 Site		2002 Site		2004 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>
Content Area*						
Numbers and Operations	57	55	56	55	67	65
Measurement	51	50	51	50	63	61
Geometry	57	56	56	56	67	65
Data Analysis, Statistics and Probability	59	58	58	57	70	68
Algebra and Functions	55	53	54	53	68	66
Process Area*						
Conceptual Understanding	57	55	56	55	68	66
Procedural Knowledge	56	55	56	55	68	66
Problem Solving	55	54	54	53	64	62

* See Appendix for information about the contents of the test.

Table 10

Mathematics: Course Experience

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Mathematics Courses Taken or Currently Taking												
Basic Mathematics	11	280 (0.4)	12	279 (0.5)	14	279 (0.4)	14	279 (0.4)	13	311 (1.8)	11	308 (2.6)
General Mathematics	10	281 (0.5)	10	281 (0.5)	11	279 (0.4)	11	279 (0.5)	10	315 (1.9)	10	312 (2.5)
Consumer Mathematics	6	281 (0.6)	6	280 (0.7)	7	279 (0.6)	7	279 (0.7)	6	313 (1.8)	8	312 (2.1)
Business Mathematics	6	286 (0.6)	6	285 (0.7)	8	283 (0.5)	8	283 (0.6)	7	313 (2.1)	8	311 (2.5)
Pre-Algebra	22	286 (0.3)	22	285 (0.3)	27	285 (0.3)	27	285 (0.3)	18	315 (1.2)	19	313 (1.5)
Basic Algebra I	31	290 (0.2)	32	289 (0.3)	37	289 (0.2)	38	289 (0.2)	32	311 (0.9)	32	309 (1.2)
Regular, Advanced or College-Prep Algebra I	63	303 (0.1)	62	301 (0.2)	59	301 (0.2)	58	301 (0.2)	70	318 (0.7)	72	315 (0.8)
Algebra II	72	306 (0.1)	69	305 (0.2)	69	305 (0.1)	68	304 (0.2)	90	320 (0.6)	89	317 (0.7)
Geometry	83	303 (0.1)	81	301 (0.2)	81	302 (0.1)	80	301 (0.2)	94	319 (0.6)	93	316 (0.7)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 10 (continued)

Mathematics: Course Experience

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean
Mathematics Courses Taken or Currently Taking												
First-Year Applied or Technical Mathematics (I)	14	283 (0.4)	15	283 (0.4)	16	283 (0.3)	17	283 (0.4)	10	308 (1.8)	11	307 (2.4)
Second-Year Applied or Technical Mathematics (II)	10	282 (0.4)	11	281 (0.5)	10	281 (0.4)	11	281 (0.5)	6	313 (2.2)	7	312 (2.9)
Trigonometry, Algebra 3, or Advanced Mathematics	30	311 (0.2)	28	310 (0.3)	28	312 (0.2)	27	311 (0.3)	48	323 (0.7)	45	321 (0.9)
Pre-Calculus or Calculus	23	320 (0.2)	20	318 (0.3)					44	332 (0.7)	38	328 (1.0)
Advanced Placement Mathematics	9	323 (0.5)	7	319 (0.6)					21	336 (1.2)	18	331 (1.7)
Integrated Mathematics	9	291 (0.4)	10	290 (0.5)	9	292 (0.5)	9	291 (0.5)	8	318 (1.8)	10	318 (2.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 10 (continued)

Mathematics: Course Experience

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean
Took a Semester or More of Algebra I in 6th, 7th, or 8th Grade												
Yes	42	307 (0.2)	40	305 (0.2)	33	308 (0.2)	32	307 (0.3)	59	325 (0.7)	57	321 (0.9)
No	58	293 (0.2)	60	292 (0.2)	67	292 (0.2)	68	292 (0.2)	41	306 (0.8)	43	305 (1.0)
Took a Mathematics Class as a Senior												
Yes	69	302 (0.2)	66	299 (0.2)	65	300 (0.2)	64	299 (0.2)	81	320 (0.6)	78	317 (0.8)
No	31	292 (0.2)	34	292 (0.3)	35	292 (0.2)	36	292 (0.2)	19	306 (1.2)	22	305 (1.5)
Number of Mathematics Courses Taken in Grades 9 Through 12												
Two or Fewer	8	288 (0.5)	8	287 (0.6)	7	286 (0.5)	7	287 (0.6)	3	303 (3.0)	3	304 (4.0)
Three	32	291 (0.2)	34	291 (0.3)	36	291 (0.2)	37	291 (0.2)	22	306 (1.1)	25	306 (1.3)
Four	48	303 (0.2)	46	300 (0.2)	45	302 (0.2)	45	300 (0.2)	55	321 (0.7)	54	318 (1.0)
Five	9	309 (0.4)	8	307 (0.5)	9	307 (0.5)	9	306 (0.5)	15	324 (1.4)	13	317 (2.1)
Six or More	3	311 (0.9)	3	309 (1.1)	3	306 (1.0)	3	305 (1.1)	5	324 (2.4)	4	321 (3.3)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 11

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Used a Graphing Calculator to Complete Mathematics Assignments												
Never	12	287 (0.4)	12	286 (0.4)	15	289 (0.3)	15	288 (0.4)	7	304 (2.1)	8	302 (2.4)
Once a Year	8	285 (0.5)	9	284 (0.6)	10	286 (0.5)	10	286 (0.5)	5	301 (2.5)	6	301 (3.5)
Once a Semester	12	288 (0.4)	13	287 (0.5)	13	288 (0.4)	13	287 (0.4)	7	309 (2.0)	9	307 (2.2)
Once or Twice a Month	15	294 (0.3)	16	292 (0.4)	15	294 (0.3)	16	293 (0.4)	12	310 (1.7)	12	308 (2.2)
Weekly/Several Times a Week	52	308 (0.2)	50	306 (0.2)	47	307 (0.2)	47	305 (0.2)	68	322 (0.6)	66	319 (0.8)
Completed a Written Report for a Major Mathematics Project												
Never	52	302 (0.2)	51	299 (0.2)	56	300 (0.2)	55	299 (0.2)	55	318 (0.7)	53	315 (0.9)
Once a Year	20	301 (0.3)	20	299 (0.4)	18	299 (0.3)	19	298 (0.4)	23	321 (1.2)	22	317 (1.6)
Once a Semester	17	295 (0.3)	17	294 (0.4)	16	293 (0.4)	17	293 (0.4)	15	315 (1.4)	16	313 (1.8)
Once or Twice a Month	8	289 (0.5)	8	288 (0.6)	7	286 (0.6)	7	286 (0.6)	6	307 (2.7)	7	303 (3.3)
Weekly/Several Times a Week	3	283 (0.9)	3	283 (1.0)	2	280 (1.0)	2	281 (1.1)	2	306 (4.9)	2	309 (6.7)
Orally Defended a Process I Used to Solve a Mathematics Problem												
Never	33	298 (0.2)	33	296 (0.3)	38	298 (0.2)	37	297 (0.2)	32	314 (1.0)	32	310 (1.1)
Once a Year	19	299 (0.3)	19	297 (0.4)	18	296 (0.3)	18	295 (0.4)	18	317 (1.2)	19	315 (1.5)
Once a Semester	20	298 (0.3)	20	296 (0.3)	18	296 (0.3)	19	295 (0.4)	18	317 (1.4)	18	313 (1.9)
Once or Twice a Month	17	302 (0.3)	17	299 (0.4)	16	300 (0.4)	16	299 (0.4)	21	321 (1.2)	19	317 (1.6)
Weekly/Several Times a Week	10	299 (0.4)	11	297 (0.5)	10	299 (0.4)	10	298 (0.5)	12	322 (1.7)	12	322 (2.3)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Worked with Other Students on a Challenging Mathematics Assignment and Received a Group and Individual Grade												
Never	18	299 (0.3)	18	296 (0.4)	20	297 (0.3)	19	296 (0.4)	17	318 (1.5)	17	314 (1.8)
Once a Year	17	298 (0.3)	17	296 (0.4)	16	295 (0.3)	16	295 (0.4)	15	316 (1.4)	16	313 (1.7)
Once a Semester	24	298 (0.3)	24	296 (0.3)	23	297 (0.3)	23	296 (0.3)	25	319 (1.2)	23	315 (1.6)
Once or Twice a Month	25	301 (0.3)	25	299 (0.3)	24	300 (0.3)	25	299 (0.3)	26	319 (1.0)	28	315 (1.4)
Weekly/Several Times a Week	17	298 (0.3)	17	296 (0.4)	17	296 (0.3)	17	295 (0.4)	17	314 (1.3)	17	313 (1.7)
Mathematics Teacher Required Us to Solve Problems from Other Courses												
Never	42	301 (0.2)	41	299 (0.2)	49	300 (0.2)	48	299 (0.2)	45	318 (0.8)	43	315 (1.0)
Once a Year	15	296 (0.4)	15	294 (0.4)	17	296 (0.3)	17	295 (0.4)	12	312 (1.7)	13	311 (2.2)
Once a Semester	17	295 (0.3)	17	294 (0.4)	16	294 (0.4)	16	294 (0.4)	15	316 (1.4)	17	310 (1.8)
Once or Twice a Month	16	301 (0.3)	16	299 (0.4)	12	296 (0.4)	12	295 (0.4)	16	320 (1.4)	16	318 (1.7)
Weekly/Several Times a Week	10	297 (0.4)	10	295 (0.5)	6	292 (0.6)	6	291 (0.6)	11	318 (1.7)	12	319 (2.4)
Worked in Groups to Brainstorm How to Solve a Mathematics Problem												
Never	15	295 (0.4)	15	293 (0.4)	15	295 (0.4)	15	294 (0.4)	13	314 (1.7)	13	312 (1.9)
Once a Year	15	296 (0.3)	15	294 (0.4)	14	293 (0.4)	14	293 (0.4)	12	314 (1.6)	13	311 (1.8)
Once a Semester	21	297 (0.3)	21	295 (0.3)	20	295 (0.3)	21	295 (0.3)	19	319 (1.3)	21	315 (1.7)
Once or Twice a Month	26	302 (0.2)	26	300 (0.3)	26	300 (0.2)	27	299 (0.3)	28	320 (1.0)	27	316 (1.4)
Weekly/Several Times a Week	23	302 (0.3)	23	299 (0.3)	24	300 (0.3)	24	299 (0.3)	27	317 (1.1)	26	315 (1.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Used a Computer to Complete Mathematics Assignments												
Never	43	300 (0.2)	42	298 (0.2)	48	299 (0.2)	47	298 (0.2)	46	317 (0.8)	46	314 (1.0)
Once a Year	17	300 (0.3)	17	298 (0.4)	16	298 (0.3)	16	297 (0.4)	17	320 (1.3)	17	316 (1.4)
Once a Semester	19	298 (0.3)	19	297 (0.4)	17	295 (0.3)	18	295 (0.4)	18	318 (1.5)	19	316 (2.0)
Once or Twice a Month	13	297 (0.4)	14	295 (0.4)	12	296 (0.4)	12	295 (0.4)	12	316 (1.6)	12	314 (2.0)
Weekly/Several Times a Week	8	293 (0.5)	9	292 (0.5)	7	291 (0.6)	7	291 (0.6)	8	315 (2.3)	6	309 (3.9)
Completed a Mathematics Project Using Mathematics in Ways Used in a Work Setting												
Never	26	298 (0.3)	25	296 (0.3)	29	297 (0.2)	28	296 (0.3)	27	317 (1.1)	26	313 (1.5)
Once a Year	19	299 (0.3)	19	297 (0.4)	18	297 (0.3)	18	296 (0.4)	23	319 (1.2)	22	316 (1.4)
Once a Semester	24	299 (0.3)	24	297 (0.3)	23	297 (0.3)	23	296 (0.3)	24	319 (1.1)	25	315 (1.5)
Once or Twice a Month	20	300 (0.3)	20	298 (0.3)	19	300 (0.3)	19	299 (0.3)	17	315 (1.3)	19	313 (1.6)
Weekly/Several Times a Week	11	298 (0.4)	11	296 (0.5)	11	297 (0.4)	12	296 (0.4)	9	314 (1.9)	10	312 (2.5)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Solved Mathematics Problems Other than Those Found in the Textbook												
Never	12	288 (0.4)	12	286 (0.5)	14	291 (0.4)	14	290 (0.4)	8	310 (2.2)	8	308 (2.7)
Once a Year	10	289 (0.4)	11	288 (0.5)	11	289 (0.4)	11	288 (0.5)	7	306 (2.1)	7	306 (2.8)
Once a Semester	16	294 (0.3)	16	292 (0.4)	17	293 (0.3)	17	292 (0.4)	15	311 (1.6)	16	309 (2.0)
Once or Twice a Month	25	303 (0.2)	24	301 (0.3)	24	301 (0.3)	24	300 (0.3)	26	320 (1.1)	25	316 (1.4)
Weekly/Several Times a Week	37	304 (0.2)	37	302 (0.2)	35	303 (0.2)	35	302 (0.2)	44	321 (0.8)	44	318 (1.0)
Solved Mathematics Problems with More than One Possible Answer												
Never	7	283 (0.5)	8	282 (0.6)	9	286 (0.5)	9	285 (0.5)	4	301 (3.6)	4	295 (4.5)
Once a Year	10	289 (0.4)	11	288 (0.5)	12	288 (0.4)	12	288 (0.4)	7	309 (1.9)	8	307 (2.4)
Once a Semester	18	294 (0.3)	19	293 (0.4)	19	293 (0.3)	19	292 (0.3)	15	312 (1.5)	15	309 (1.8)
Once or Twice a Month	29	303 (0.2)	28	301 (0.3)	27	302 (0.2)	27	300 (0.3)	32	319 (0.9)	33	316 (1.2)
Weekly/Several Times a Week	35	304 (0.2)	34	302 (0.3)	33	303 (0.2)	33	302 (0.2)	42	321 (0.8)	39	319 (1.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Completed Short Writing Assignments for Mathematics Class of 1 to 3 Pages That Were Graded												
Never	51	300 (0.2)	51	298 (0.2)	55	300 (0.2)	54	299 (0.2)	57	317 (0.7)	56	313 (0.9)
Once a Year	17	300 (0.3)	17	298 (0.4)	17	296 (0.3)	17	295 (0.4)	18	321 (1.3)	18	317 (1.6)
Once a Semester	19	298 (0.3)	19	297 (0.4)	17	296 (0.3)	17	295 (0.4)	18	320 (1.4)	18	318 (1.8)
Once or Twice a Month	9	294 (0.5)	9	291 (0.6)	7	293 (0.5)	8	293 (0.6)	5	310 (2.4)	6	311 (3.0)
Weekly/Several Times a Week	4	283 (0.8)	4	283 (0.9)	4	284 (0.8)	4	284 (0.9)	2	307 (5.7)	3	302 (7.2)
Mathematics Teachers Show How Mathematics Concepts Are Used to Solve Problems in Real-Life Situations												
Never	9	290 (0.5)	9	289 (0.6)	10	289 (0.5)	9	288 (0.5)	9	310 (1.9)	10	310 (2.3)
Seldom	24	298 (0.3)	24	297 (0.3)	24	298 (0.3)	23	297 (0.3)	23	315 (1.1)	24	313 (1.4)
Sometimes	40	300 (0.2)	39	298 (0.2)	40	299 (0.2)	40	298 (0.2)	40	318 (0.9)	39	314 (1.2)
Often	27	300 (0.3)	28	298 (0.3)	27	298 (0.3)	28	297 (0.3)	28	320 (1.1)	27	317 (1.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Mathematics Goal: 297

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
I Have Been Assigned Word Problems in Mathematics												
Never	5	281 (0.6)	5	281 (0.7)					2	294 (5.0)	3	293 (4.9)
Once a Year	7	283 (0.5)	8	283 (0.6)					4	306 (2.5)	4	305 (3.1)
Once a Semester	14	290 (0.4)	14	289 (0.4)					10	309 (1.8)	11	309 (2.2)
Once or Twice a Month	28	301 (0.2)	27	299 (0.3)					28	318 (1.0)	28	315 (1.3)
Weekly/Several Times a Week	46	305 (0.2)	45	302 (0.2)					55	321 (0.7)	53	317 (0.9)
I Wrote a Major Research Paper on a Subject I Chose in Mathematics												
Never	77	302 (0.1)	76	300 (0.2)					80	318 (0.6)	78	315 (0.8)
Once a Year	12	293 (0.4)	12	292 (0.5)					12	318 (1.7)	12	315 (2.5)
Once a Semester	9	284 (0.5)	10	284 (0.6)					7	311 (2.3)	8	312 (2.7)
Twice a Semester or More	2	276 (1.1)	2	276 (1.2)					1	302 (6.6)	2	300 (8.0)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

SCIENCE ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING

Table 12A

Science Achievement: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
 Your School Category: A
 Group: All Students

Science Goal: 299

	Reaching Goal %	2004 Site %	2004 Site Mean	2002 Site %	2002 Site Mean	2004 High-Scoring Sites in Your Category %	2004 High-Scoring Sites in Your Category Mean	2004 All Sites %	2004 All Sites Mean
All Students	49	100	291 (0.2)	100	289 (0.2)	100	313 (0.7)	100	293 (0.2)
CTE Students	47	100	289 (0.2)	100	289 (0.2)	100	310 (0.9)	100	290 (0.2)
Gender									
All Students									
Female	46	51	289 (0.2)	51	288 (0.2)	56	309 (0.8)	52	290 (0.2)
Male	52	49	293 (0.3)	49	291 (0.3)	44	319 (1.1)	48	295 (0.3)
CTE Students									
Female	43	50	287 (0.2)	51	287 (0.2)	55	304 (1.0)	50	288 (0.2)
Male	51	50	291 (0.3)	49	291 (0.3)	45	316 (1.4)	50	293 (0.3)
Race/Ethnicity									
All Students									
African American	27	22	273 (0.3)	22	271 (0.4)	27	299 (1.3)	21	275 (0.3)
Latino, Hispanic	39	7	281 (0.6)	7	278 (0.7)	11	306 (2.0)	7	284 (0.6)
White	58	65	298 (0.2)	66	297 (0.2)	48	322 (0.9)	65	300 (0.2)
Other Minority	44	4	288 (0.8)	4	283 (1.0)	12	315 (2.1)	4	290 (0.8)
Multiracial	46	2	289 (1.1)	2	290 (1.3)	3	315 (3.9)	2	291 (1.1)
CTE Students									
African American	25	21	271 (0.4)	21	272 (0.4)	27	296 (1.6)	20	273 (0.4)
Latino, Hispanic	37	7	279 (0.8)	7	278 (0.8)	12	304 (2.4)	7	282 (0.8)
White	55	66	296 (0.2)	66	295 (0.2)	46	318 (1.2)	66	297 (0.2)
Other Minority	42	4	285 (1.0)	4	282 (1.1)	12	312 (2.5)	4	288 (1.0)
Multiracial	43	2	287 (1.4)	2	290 (1.4)	3	314 (5.2)	2	288 (1.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 12B

Science Proficiency Levels: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site ¹					NAEP ² (2000 Science)				
	<u>%</u>	<u>% Below Basic</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>%</u>	<u>% Below Basic</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>
All Students	100	53	29	15	3	100	47	34	16	2
CTE Students	100	56	28	14	2					
Gender										
All Students										
Female	51	57	31	11	1	51	49	35	15	1
Male	49	49	26	19	5	49	46	33	18	3
CTE Students										
Female	50	60	30	9	1					
Male	50	51	27	18	4					

¹See Appendix for a description of the *HSTW* proficiency levels and the procedures used to establish the proficiency-level cut scores.

²The National Assessment of Educational Progress (NAEP) conducts rigorous assessments of student achievement in reading, mathematics, science and other academic subjects. Also rigorous, the *HSTW* assessments were developed to mirror as much as possible the NAEP assessments, and the *HSTW* proficiency levels are referenced to the proficiency levels established for NAEP. Since the NAEP assessments have undergone important changes over the past several years, the *HSTW* scale scores and proficiency levels are no longer equivalent to NAEP. Yet, the NAEP proficiency levels can still serve as a useful reference point for interpreting *HSTW* results.

Table 12B (continued)

Science Proficiency Levels: Demographic Report

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site ¹					NAEP ² (2000 Science)				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
Race/Ethnicity³										
All Students										
African American	22	76	20	4		13	78	18	3	0
Latino, Hispanic	7	64	26	9	1	11	70	23	6	0
White	65	44	32	19	4	71	38	39	20	3
Other Minority	4	58	26	13	3	--	--	--	--	
Multiracial	2	56	26	15	3	--	--	--	--	
CTE Students										
African American	21	77	19	4						
Latino, Hispanic	7	66	25	8	1					
White	66	47	32	18	3					
Other Minority	4	59	26	12	3					
Multiracial	2	59	24	14	2					

¹See Appendix for a description of the *HSTW* proficiency levels and the procedures used to establish the proficiency-level cut scores.

²The National Assessment of Educational Progress (NAEP) conducts rigorous assessments of student achievement in reading, mathematics, science and other academic subjects. Also rigorous, the *HSTW* assessments were developed to mirror as much as possible the NAEP assessments, and the *HSTW* proficiency levels are referenced to the proficiency levels established for NAEP. Since the NAEP assessments have undergone important changes over the past several years, the *HSTW* scale scores and proficiency levels are no longer equivalent to NAEP. Yet, the NAEP proficiency levels can still serve as a useful reference point for interpreting *HSTW* results.

³Race/ethnicity categories for *HSTW* and NAEP are defined differently and may not be comparable.

Table 13

Science: Percentage of Correct Responses by Content and Process Area

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Science Goal: 299

	2004 Site		2002 Site		2004 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>	<u>All Students</u>	<u>CTE Students</u>
Content Area*						
Life Sciences	54	53	54	53	65	63
Physical Sciences	48	47	50	49	58	56
Earth and Space Sciences	42	41	42	41	49	47
Nature of Science	52	51	53	52	64	63
Process Area*						
Knowing Science	50	49	51	50	60	58
Solving Problems	44	43	45	44	53	50
Conducting Inquiries	57	55	56	55	69	68

* See Appendix for information about the content of the tests.

Table 14

Science: Course Experience

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean
Science Courses Taken or Currently Taking												
General Science	12	276 (0.5)	13	276 (0.6)	13	274 (0.6)	13	274 (0.6)	10	306 (2.0)	10	303 (2.4)
Environmental Science	19	282 (0.4)	19	280 (0.5)	19	280 (0.4)	19	279 (0.5)	27	313 (1.4)	24	307 (1.9)
Life Science	8	280 (0.7)	8	279 (0.8)	9	276 (0.7)	9	276 (0.8)	10	306 (2.0)	11	302 (2.5)
Earth Science	26	288 (0.3)	27	287 (0.4)	26	286 (0.4)	26	286 (0.4)	31	306 (1.2)	33	306 (1.6)
Basic Physical Science	7	274 (0.7)	7	272 (0.8)	9	273 (0.7)	9	272 (0.7)	7	307 (2.3)	8	307 (2.7)
General Physical Science	30	284 (0.3)	30	282 (0.4)	33	283 (0.3)	33	283 (0.3)	23	305 (1.2)	25	302 (1.5)
Advanced Physical Science	19	297 (0.4)	19	294 (0.4)	16	298 (0.4)	17	297 (0.5)	19	311 (1.6)	23	308 (2.0)
Basic Biology	6	274 (0.7)	7	272 (0.9)	7	270 (0.8)	7	270 (0.9)	7	306 (2.4)	7	304 (2.9)
General Biology	49	287 (0.2)	49	286 (0.3)	51	286 (0.2)	51	285 (0.3)	42	307 (1.0)	45	306 (1.2)
College-Prep or Advanced Biology	36	302 (0.3)	34	299 (0.3)	33	302 (0.3)	32	300 (0.3)	58	319 (0.9)	56	315 (1.2)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 14 (continued)

Science: Course Experience

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

Science Courses Taken or Currently Taking	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean	All Students %	Mean	CTE Students %	Mean
Biology 2	9	292 (0.6)	8	289 (0.7)					17	314 (1.6)	15	312 (2.0)
Anatomy and Physiology	17	298 (0.4)	16	295 (0.5)	17	296 (0.4)	15	294 (0.5)	23	311 (1.2)	26	309 (1.4)
General Chemistry	33	293 (0.3)	32	291 (0.3)					32	312 (1.1)	34	308 (1.3)
Honors Chemistry	31	307 (0.3)	28	304 (0.3)					48	322 (0.9)	46	318 (1.2)
Physics	22	306 (0.3)	19	302 (0.5)	21	304 (0.4)	20	301 (0.5)	38	325 (1.0)	32	321 (1.4)
1st Year Principles of Tech (Applied Physics)	7	282 (0.7)	8	282 (0.8)	8	283 (0.7)	9	283 (0.7)	6	311 (2.5)	6	308 (3.1)
2nd Year Principles of Tech (Applied Physics)	2	277 (1.3)	3	279 (1.4)	4	276 (1.0)	4	276 (1.1)	3	311 (3.0)	4	309 (3.7)
Applied Biology/Chemistry	6	275 (0.8)	7	275 (0.8)	9	278 (0.6)	9	278 (0.7)	4	308 (3.0)	5	305 (3.7)
Integrated Science	15	285 (0.5)	17	285 (0.5)	14	288 (0.5)	14	287 (0.6)	7	306 (2.4)	7	305 (2.8)
Advanced Placement Science	7	311 (0.7)	6	305 (1.0)					17	330 (1.5)	15	328 (2.1)
Other Advanced Science	6	296 (0.7)	6	293 (0.9)					15	318 (1.7)	15	315 (2.2)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 14 (continued)

Science: Course Experience

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Taking a Science Course as a Senior												
Yes	59	296 (0.2)	57	293 (0.3)	55	295 (0.2)	53	294 (0.3)	72	316 (0.8)	67	313 (1.1)
No	41	284 (0.3)	43	283 (0.3)	45	284 (0.3)	47	283 (0.3)	28	305 (1.2)	33	303 (1.4)
Number of Science Courses Taken in Grades 9 Through 12												
Two or Fewer	9	277 (0.6)	10	276 (0.7)	11	278 (0.6)	11	279 (0.7)	4	299 (3.6)	3	300 (4.9)
Three	44	285 (0.2)	46	284 (0.3)	45	284 (0.3)	46	284 (0.3)	32	304 (1.2)	38	303 (1.3)
Four	37	297 (0.3)	35	294 (0.3)	34	297 (0.3)	33	295 (0.3)	49	317 (0.9)	45	313 (1.2)
Five	7	307 (0.6)	6	303 (0.8)	7	305 (0.7)	6	303 (0.8)	10	321 (2.4)	10	315 (3.4)
Six or More	3	314 (0.9)	3	311 (1.1)	3	311 (1.0)	3	307 (1.2)	6	324 (2.9)	4	324 (4.1)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 15

Student Science Achievement and Perceptions About Science Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
For Laboratory Investigations I Was Required to*	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Choose a Topic												
Never	33	296 (0.3)	32	293 (0.3)					31	313 (1.2)	31	310 (1.5)
Once a Year	20	293 (0.4)	20	291 (0.5)					24	318 (1.4)	23	313 (1.9)
Once a Semester	25	290 (0.3)	25	288 (0.4)					25	311 (1.4)	25	309 (1.6)
Once or Twice a Month	17	286 (0.4)	18	285 (0.5)					16	309 (1.8)	17	307 (2.2)
Weekly/Several Times A Week	5	274 (0.8)	5	272 (1.0)					3	304 (3.1)	4	302 (3.6)
Design an Experiment About That Topic												
Never	30	295 (0.3)	29	293 (0.4)					27	312 (1.3)	27	310 (1.7)
Once a Year	22	295 (0.4)	21	292 (0.4)					26	320 (1.3)	24	315 (1.7)
Once a Semester	26	290 (0.3)	26	288 (0.4)					25	310 (1.3)	27	308 (1.6)
Once or Twice a Month	17	286 (0.4)	18	285 (0.5)					17	311 (1.7)	17	309 (2.2)
Weekly/Several Times A Week	5	277 (0.8)	6	275 (0.9)					5	301 (3.3)	4	293 (4.1)

* Wording on this item changed between 2002 and 2004. More detailed information on wording changes is available through SREB.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
For Laboratory Investigations I Was Required to*	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Prepare a Written Report of the Lab Results												
Never	14	286 (0.5)	14	284 (0.6)					10	306 (2.3)	11	304 (3.1)
Once a Year	17	289 (0.4)	17	287 (0.5)					18	317 (1.5)	17	311 (2.0)
Once a Semester	25	289 (0.3)	25	288 (0.4)					23	311 (1.4)	24	310 (1.7)
Once or Twice a Month	28	295 (0.3)	28	292 (0.4)					32	316 (1.2)	31	313 (1.6)
Weekly/Several Times A Week	16	293 (0.4)	16	291 (0.5)					17	309 (1.6)	17	307 (1.9)
Talk to the Class About the Lab Results												
Never	24	294 (0.3)	24	291 (0.4)					23	315 (1.4)	23	310 (1.8)
Once a Year	18	293 (0.4)	18	290 (0.5)					21	317 (1.5)	20	312 (1.9)
Once a Semester	24	291 (0.3)	25	289 (0.4)					23	312 (1.4)	24	311 (1.7)
Once or Twice a Month	22	291 (0.3)	23	289 (0.4)					23	312 (1.4)	24	310 (1.8)
Weekly/Several Times A Week	11	284 (0.5)	11	282 (0.6)					10	304 (2.3)	10	300 (2.8)

* Wording on this item changed between 2002 and 2004. More detailed information on wording changes is available through SREB.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
<u>In Science Classes, I:</u>	%	<u>Mean</u>	%	<u>Mean</u>	%	<u>Mean</u>	%	<u>Mean</u>	%	<u>Mean</u>	%	<u>Mean</u>
Used Science Equipment to Do Science Activities in a Classroom												
Never	6	269 (0.8)	6	269 (0.9)	7	270 (0.8)	7	269 (0.9)	4	294 (4.6)	4	290 (6.0)
Once a Year	9	275 (0.6)	10	274 (0.7)	10	275 (0.6)	10	275 (0.7)	6	302 (2.7)	7	299 (3.1)
Once a Semester	20	284 (0.4)	20	283 (0.5)	19	282 (0.4)	19	282 (0.5)	16	307 (1.8)	16	303 (2.3)
Once or Twice a Month	34	297 (0.3)	34	294 (0.3)	33	295 (0.3)	33	294 (0.3)	39	318 (1.0)	40	315 (1.3)
Weekly/Several Times A Week	31	299 (0.3)	30	296 (0.3)	31	298 (0.3)	31	296 (0.3)	35	314 (1.1)	34	310 (1.4)
Did Science Activities in a Classroom <u>Without</u> Science Equipment												
Never	15	282 (0.5)	15	280 (0.5)	17	283 (0.5)	17	283 (0.5)	13	312 (2.0)	12	307 (2.7)
Once a Year	13	283 (0.5)	13	282 (0.6)	13	280 (0.5)	13	280 (0.6)	11	308 (1.9)	11	304 (2.5)
Once a Semester	23	289 (0.4)	23	288 (0.4)	22	288 (0.4)	22	287 (0.4)	20	308 (1.6)	21	304 (2.0)
Once or Twice a Month	30	297 (0.3)	29	294 (0.3)	28	295 (0.3)	28	294 (0.4)	33	316 (1.1)	35	314 (1.4)
Weekly/Several Times A Week	19	297 (0.4)	19	294 (0.4)	20	296 (0.4)	20	295 (0.4)	23	315 (1.4)	21	313 (1.7)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
Used Science Equipment to do Activities in a Lab with Tables and Sinks	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Never	6	270 (0.8)	7	270 (0.9)	6	267 (0.8)	6	268 (0.9)	4	297 (3.9)	4	294 (4.7)
Once a Year	9	273 (0.6)	10	273 (0.7)	10	272 (0.6)	10	272 (0.7)	7	294 (3.1)	7	289 (4.2)
Once a Semester	18	283 (0.4)	19	281 (0.5)	19	281 (0.4)	19	280 (0.5)	13	306 (2.0)	14	304 (2.2)
Once or Twice a Month	38	297 (0.3)	38	295 (0.3)	36	296 (0.3)	36	295 (0.3)	45	319 (0.9)	45	315 (1.2)
Weekly/Several Times A Week	28	299 (0.3)	27	296 (0.3)	29	299 (0.3)	28	297 (0.3)	32	314 (1.1)	30	310 (1.4)
Completed a Joint Science Project for my Math and Science Teachers and Received a Grade in Both Classes												
Never	62	299 (0.2)	60	297 (0.2)					71	317 (0.8)	69	314 (1.0)
Once a Year	11	282 (0.5)	11	280 (0.6)					9	306 (2.4)	10	305 (2.9)
Once a Semester	13	276 (0.5)	13	275 (0.6)					9	302 (2.7)	10	300 (3.3)
Once or Twice a Month	10	277 (0.6)	10	276 (0.7)					7	300 (2.7)	7	299 (3.5)
Weekly/Several Times A Week	5	276 (0.8)	5	274 (1.0)					4	304 (3.4)	4	298 (4.4)
Read an Assigned Book or Article Dealing with Science												
Never	21	289 (0.4)	21	288 (0.4)	23	290 (0.4)	23	289 (0.4)	17	308 (1.6)	17	305 (1.9)
Once a Year	17	289 (0.4)	17	287 (0.5)	17	287 (0.5)	16	286 (0.5)	18	314 (1.6)	17	310 (2.0)
Once a Semester	24	291 (0.3)	24	289 (0.4)	24	289 (0.4)	24	288 (0.4)	25	313 (1.4)	24	308 (1.9)
Once or Twice a Month	25	294 (0.3)	25	292 (0.4)	24	293 (0.3)	24	292 (0.4)	26	316 (1.3)	27	314 (1.6)
Weekly/Several Times A Week	12	289 (0.5)	12	287 (0.6)	12	288 (0.5)	12	288 (0.6)	14	313 (1.8)	14	309 (2.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Completed a Science Lab Assignment Addressing a Problem in My Community												
Never	33	295 (0.3)	32	293 (0.3)	34	294 (0.3)	34	292 (0.3)	32	316 (1.1)	30	313 (1.4)
Once a Year	18	292 (0.4)	18	290 (0.5)	17	290 (0.4)	17	288 (0.5)	20	314 (1.6)	20	309 (2.1)
Once a Semester	22	289 (0.4)	22	287 (0.4)	22	288 (0.4)	22	287 (0.4)	23	311 (1.4)	23	309 (1.8)
Once or Twice a Month	18	288 (0.4)	19	286 (0.5)	19	287 (0.4)	19	286 (0.5)	17	310 (1.7)	18	307 (2.1)
Weekly/Several Times A Week	8	283 (0.6)	8	282 (0.7)	8	284 (0.6)	8	284 (0.7)	8	308 (2.5)	9	304 (2.9)
Completed a Laboratory in Science That Illustrated how Scientific Concepts Can be Applied at Home												
Never	22	290 (0.4)	21	288 (0.4)					20	311 (1.6)	18	306 (2.2)
Once a Year	21	292 (0.4)	21	289 (0.4)					21	316 (1.4)	21	311 (1.7)
Once a Semester	26	292 (0.3)	26	290 (0.4)					26	314 (1.3)	28	310 (1.6)
Once or Twice a Month	22	292 (0.4)	22	290 (0.4)					23	314 (1.4)	23	313 (1.8)
Weekly/Several Times A Week	9	287 (0.6)	9	285 (0.6)					10	306 (2.2)	10	301 (2.9)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Completed a Science Assignment Based on Work Experience or CTE Class												
Never	42	298 (0.2)	39	296 (0.3)	43	297 (0.3)	41	295 (0.3)	47	318 (0.9)	42	314 (1.3)
Once a Year	18	289 (0.4)	18	288 (0.5)	17	287 (0.4)	17	287 (0.5)	16	312 (1.7)	17	310 (2.1)
Once a Semester	19	285 (0.4)	20	284 (0.5)	19	284 (0.4)	20	284 (0.5)	18	306 (1.7)	18	305 (2.2)
Once or Twice a Month	14	284 (0.5)	15	284 (0.5)	14	283 (0.5)	15	283 (0.5)	14	308 (1.8)	15	308 (2.1)
Weekly/Several Times A Week	7	280 (0.7)	7	279 (0.8)	7	281 (0.7)	8	281 (0.8)	6	300 (2.9)	7	297 (3.4)
Science Teachers Showed How Scientific Concepts are Used to Solve Problems in Real-Life Situations												
Never	8	276 (0.6)	8	275 (0.8)	8	275 (0.7)	8	274 (0.8)	5	297 (3.3)	5	297 (4.3)
Seldom	22	287 (0.3)	22	285 (0.4)	21	286 (0.4)	21	285 (0.4)	20	307 (1.5)	21	306 (1.9)
Sometimes	40	291 (0.3)	40	289 (0.3)	40	290 (0.3)	40	289 (0.3)	37	311 (1.1)	38	308 (1.4)
Often	31	297 (0.3)	30	295 (0.4)	31	295 (0.3)	31	294 (0.3)	38	320 (1.1)	36	316 (1.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Science Goal: 299

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category			
	All Students		CTE Students		All Students		CTE Students		All Students		CTE Students	
Worked with Other Students on a Challenging Science Assignment	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Never	7	274 (0.7)	7	273 (0.9)	8	274 (0.7)	8	274 (0.8)	4	301 (4.5)	4	292 (5.9)
Once a Year	11	280 (0.6)	11	279 (0.6)	11	277 (0.6)	11	277 (0.7)	7	301 (2.4)	7	295 (3.0)
Once a Semester	22	287 (0.4)	22	285 (0.4)	21	286 (0.4)	21	285 (0.5)	20	310 (1.5)	20	308 (1.9)
Once or Twice a Month	34	296 (0.3)	34	294 (0.3)	33	296 (0.3)	33	294 (0.3)	37	317 (1.1)	37	313 (1.4)
Weekly/Several Times A Week	27	297 (0.3)	26	294 (0.4)	27	295 (0.3)	27	294 (0.3)	32	315 (1.1)	32	312 (1.4)
Completed Short Writing Assignments for Science Classes of 1 to 3 Pages That Were Graded												
Never	20	284 (0.4)	20	283 (0.4)	21	285 (0.4)	21	284 (0.4)	16	305 (1.9)	17	301 (2.3)
Once a Year	19	290 (0.4)	19	288 (0.5)	21	287 (0.4)	21	286 (0.4)	19	313 (1.6)	18	309 (2.0)
Once a Semester	31	294 (0.3)	31	291 (0.4)	30	291 (0.3)	30	290 (0.4)	33	314 (1.1)	32	310 (1.4)
Once or Twice a Month	23	296 (0.3)	23	293 (0.4)	21	296 (0.4)	21	295 (0.4)	24	318 (1.3)	25	316 (1.7)
Weekly/Several Times A Week	8	286 (0.6)	8	284 (0.8)	7	285 (0.7)	7	285 (0.8)	8	310 (2.3)	8	307 (3.0)
Wrote a Major Research Paper on a Subject I Chose in Science Class												
Never	50	293 (0.2)	49	291 (0.3)					41	309 (1.1)	43	306 (1.3)
Once a Year	24	293 (0.3)	24	291 (0.4)					31	319 (1.2)	29	315 (1.5)
Once a Semester	20	286 (0.4)	21	284 (0.4)					22	313 (1.4)	23	309 (1.7)
Twice a Semester or More	6	279 (0.8)	6	277 (0.9)					6	306 (3.1)	5	307 (4.3)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

CAREER/TECHNICAL CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 16

Reading: Career/Technical Student Performance by Type of Program

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Reading Goal: 279

Type of Program (2004 Designations)	2004 Site CTE Students		2004 High-Scoring Sites in Your Category CTE Students	
	%	Mean	%	Mean
Agriculture	6	271 (0.7)	2	281 (6.4)
General Business Studies	12	277 (0.4)	13	289 (1.8)
Finance	2	275 (1.1)	3	294 (3.9)
Hospitality, Travel and Tourism	2	266 (1.3)	2	275 (5.2)
Marketing, Sales, and Services	3	275 (0.8)	3	280 (4.4)
Information Technology	6	283 (0.6)	7	299 (3.0)
Family and Consumer Science	8	273 (0.5)	7	282 (2.7)
Industrial and Manufacturing-Related Occupations	3	264 (0.9)	1	295 (2.8)
Transportation-Related Occupations	5	265 (0.7)	2	286 (5.8)
Home and Commercial Repair-Related Occupations	0	263 (2.7)	0	291 (3.7)
Health-Science Occupations	15	279 (0.3)	19	289 (1.6)
Art, A/V Technology, and Communications	10	284 (0.5)	17	298 (2.1)
Electricity and Electronics	2	270 (1.2)	1	291 (4.8)
Cosmetology, Barbering, and Personal Services	3	270 (0.8)	1	279 (8.2)
Construction Trades and Related Occupations	5	264 (0.8)	1	289 (6.7)
Community Protection and Public Service	2	276 (1.0)	3	291 (3.6)
Drafting and Design	3	283 (0.9)	2	301 (4.7)
Technology and Engineering	3	285 (0.9)	4	295 (4.0)
Education and Training	2	279 (1.1)	2	293 (5.7)
Other Career/Technical Concentration	8	279 (0.6)	9	294 (2.0)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 16A

Reading: Career/Technical Student Performance by Type of Program

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Reading Goal: 279

Type of Program (2003/02 Designations)	2002 Site CTE Students	
	<u>%</u>	<u>Mean</u>
Agriculture	7	274 (0.6)
Business, Marketing, Computer	29	281 (0.3)
Family and Consumer Science	10	273 (0.4)
Industrial and Manufacturing	3	266 (0.9)
Transportation	5	265 (0.7)
Home and Commercial Repair	0	263 (2.5)
Health	12	283 (0.4)
Communications	5	281 (0.7)
Electricity, Electronics, Diversified Technology	4	279 (0.7)
Cosmetology, Barbering, Personal Services	3	269 (0.8)
Construction	5	265 (0.7)
Community Protection/ Public Service	2	276 (1.0)
Drafting and Design	3	282 (0.8)
Project Lead the Way/ Pre-Engineering	0	291 (2.5)
Other CTE Major	11	284 (0.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 17

Mathematics: Career/Technical Student Performance by Type of Program

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Mathematics Goal: 297

Type of Program (2004 Designations)	2004 Site CTE Students		2004 High-Scoring Sites in Your Category CTE Students	
	%	Mean	%	Mean
Agriculture	6	294 (0.7)	2	311 (6.7)
General Business Studies	12	297 (0.4)	13	311 (1.8)
Finance	2	300 (1.1)	3	322 (3.7)
Hospitality, Travel and Tourism	2	284 (1.3)	2	298 (3.8)
Marketing, Sales, and Services	3	293 (0.9)	3	303 (4.4)
Information Technology	6	305 (0.6)	7	325 (3.1)
Family and Consumer Science	8	289 (0.5)	7	302 (2.6)
Industrial and Manufacturing-Related Occupations	3	288 (0.9)	1	307 (2.8)
Transportation-Related Occupations	5	287 (0.7)	2	317 (4.0)
Home and Commercial Repair-Related Occupations	0	281 (2.6)	0	317 (11.9)
Health-Science Occupations	15	298 (0.4)	19	311 (1.3)
Art, A/V Technology, and Communications	10	303 (0.5)	17	320 (1.7)
Electricity and Electronics	2	296 (1.1)	1	319 (5.1)
Cosmetology, Barbering, and Personal Services	3	287 (0.8)	1	294 (9.5)
Construction Trades and Related Occupations	5	287 (0.8)	1	307 (5.6)
Community Protection and Public Service	2	295 (0.9)	3	318 (3.9)
Drafting and Design	2	311 (0.9)	2	323 (6.4)
Technology and Engineering	3	313 (0.9)	4	324 (4.0)
Education and Training	2	301 (1.1)	2	312 (3.6)
Other Career/Technical Concentration	8	300 (0.6)	9	318 (2.2)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 17A

Mathematics: Career/Technical Student Performance by Type of Program

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Mathematics Goal: 297

Type of Program (2003/02 Designations)	2002 Site CTE Students	
	<u>%</u>	<u>Mean</u>
Agriculture	7	294 (0.6)
Business, Marketing, Computer	29	300 (0.3)
Family and Consumer Science	10	287 (0.4)
Industrial and Manufacturing	3	290 (0.8)
Transportation	5	286 (0.7)
Home and Commercial Repair	0	282 (2.5)
Health	12	298 (0.4)
Communications	5	299 (0.7)
Electricity, Electronics, Diversified Technology	4	302 (0.7)
Cosmetology, Barbering, Personal Services	3	282 (0.8)
Construction	5	287 (0.7)
Community Protection/ Public Service	2	292 (1.1)
Drafting and Design	3	308 (0.8)
Project Lead the Way/ Pre-Engineering	0	315 (2.6)
Other CTE Major	11	303 (0.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 18

Science: Career/Technical Student Performance by Type of Program

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Science Goal: 299

Type of Program (2004 Designations)	2004 Site CTE Students		2004 High-Scoring Sites in Your Category CTE Students	
	%	Mean	%	Mean
Agriculture	6	288 (0.9)	2	306 (6.8)
General Business Studies	12	287 (0.5)	13	303 (2.1)
Finance	2	284 (1.4)	3	312 (4.1)
Hospitality, Travel and Tourism	2	273 (1.7)	2	284 (5.2)
Marketing, Sales, and Services	3	284 (1.1)	3	289 (6.6)
Information Technology	6	301 (0.8)	7	326 (3.2)
Family and Consumer Science	8	279 (0.6)	7	292 (3.1)
Industrial and Manufacturing-Related Occupations	3	281 (1.3)	1	319 (6.4)
Transportation-Related Occupations	5	281 (0.9)	2	319 (7.4)
Home and Commercial Repair-Related Occupations	0	270 (3.8)	0	321 (10.7)
Health-Science Occupations	15	290 (0.5)	19	305 (1.6)
Art, A/V Technology, and Communications	10	299 (0.6)	17	320 (2.0)
Electricity and Electronics	2	291 (1.4)	1	313 (5.3)
Cosmetology, Barbering, and Personal Services	3	275 (1.0)	1	285 (10.8)
Construction Trades and Related Occupations	5	278 (1.0)	1	309 (7.1)
Community Protection and Public Service	2	287 (1.2)	3	314 (3.9)
Drafting and Design	3	304 (1.2)	2	320 (7.0)
Technology and Engineering	3	306 (1.2)	4	323 (4.3)
Education and Training	2	290 (1.3)	2	302 (4.0)
Other Career/Technical Concentration	8	293 (0.7)	9	313 (2.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 18A

Science: Career/Technical Student Performance by Type of Program

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

Science Goal: 299

Type of Program (2003/02 Designations)	2002 Site CTE Students	
	%	<u>Mean</u>
Agriculture	7	289 (0.8)
Business, Marketing, Computer	29	292 (0.3)
Family and Consumer Science	10	277 (0.6)
Industrial and Manufacturing	3	280 (1.3)
Transportation	5	278 (1.0)
Home and Commercial Repair	0	275 (3.4)
Health	12	292 (0.5)
Communications	5	295 (0.9)
Electricity, Electronics, Diversified Technology	4	296 (1.0)
Cosmetology, Barbering, Personal Services	3	269 (1.2)
Construction	5	275 (1.0)
Community Protection/ Public Service	2	285 (1.3)
Drafting and Design	3	301 (1.1)
Project Lead the Way/ Pre-Engineering	0	313 (3.2)
Other CTE Major	11	298 (0.6)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 19

Location Where Career/Technical Courses Taken

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

Where Career/Technical Courses Were Taken:	<u>%</u>	2004 Site CTE Students			<u>%</u>	2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
At Own High School	70	279 (0.2)	300 (0.2)	293 (0.3)					82
Area Career/Technical Center	23	275 (0.3)	295 (0.3)	290 (0.4)					12
Community Technical College	5	264 (0.9)	288 (0.8)	277 (1.1)					4
Another High School	4	266 (0.9)	288 (0.9)	278 (1.2)					3
On the Job	5	272 (0.8)	293 (0.8)	286 (1.0)					5
Through Apprenticeship or Cooperative Education Center	4	278 (0.9)	299 (0.9)	292 (1.1)					4

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 20

Performance by Number of CTE Credits Taken

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Number of Career/Technical Credits Taken in Grades 9 Through 12	<u>%</u>	2004 Site CTE Students			<u>%</u>	2002 Site CTE Students		
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>
One	6	279 (0.7)	303 (0.7)	295 (0.9)	5	279 (0.8)	299 (0.8)	291 (1.0)
Two	6	278 (0.7)	299 (0.7)	292 (0.9)	6	276 (0.6)	295 (0.7)	288 (0.9)
Three	7	276 (0.6)	299 (0.6)	291 (0.8)	9	277 (0.5)	297 (0.5)	289 (0.7)
Four	15	279 (0.4)	300 (0.4)	292 (0.5)	15	279 (0.4)	299 (0.4)	291 (0.5)
Five	11	279 (0.5)	300 (0.5)	293 (0.6)	12	282 (0.4)	302 (0.4)	295 (0.5)
Six or More	54	276 (0.2)	296 (0.2)	289 (0.3)	52	278 (0.2)	297 (0.2)	289 (0.3)

Number of Career/Technical Credits Taken in Grades 9 Through 12	<u>%</u>	2004 High-Scoring Sites in Your Category CTE Students		
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>
One	14	288 (2.3)	318 (2.1)	312 (2.2)
Two	11	291 (2.5)	315 (2.4)	309 (3.1)
Three	13	290 (2.2)	311 (2.2)	305 (2.6)
Four	19	292 (1.8)	314 (1.8)	309 (2.1)
Five	13	294 (2.4)	318 (2.0)	314 (2.5)
Six or More	31	292 (1.3)	312 (1.2)	308 (1.5)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 21

**Student Perceptions About the Importance Given by CTE Teachers to Reading, Writing, Mathematics, and Science
The 2004 *High Schools That Work* Assessment**

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Importance Given by CTE Teachers to the Following Skills:	2004 Site CTE Students		2002 Site CTE Students		2004 High-Scoring Sites in Your Category CTE Students	
	%	Mean	%	Mean	%	Mean
Reading						
Never Stressed	16	270 (0.5)	12	272 (0.5)	15	289 (2.3)
Seldom Stressed	17	273 (0.4)	17	275 (0.4)	15	286 (3.0)
Sometimes Stressed	30	276 (0.3)	31	278 (0.3)	31	295 (1.4)
Often Stressed	30	281 (0.3)	33	283 (0.3)	31	292 (1.6)
I Don't Recall	8	271 (0.6)	7	273 (0.7)	8	288 (3.8)
Writing (Reading Mean)						
Never Stressed	14	272 (0.5)	11	271 (0.5)	13	290 (2.4)
Seldom Stressed	18	272 (0.4)	17	275 (0.4)	16	284 (2.8)
Sometimes Stressed	31	276 (0.3)	31	278 (0.3)	32	294 (1.3)
Often Stressed	31	280 (0.3)	34	282 (0.3)	31	293 (1.6)
I Don't Recall	7	271 (0.7)	6	272 (0.7)	7	289 (4.3)
Mathematics						
Never Stressed	13	295 (0.5)	10	292 (0.5)	15	315 (2.3)
Seldom Stressed	16	293 (0.4)	15	295 (0.4)	18	313 (2.2)
Sometimes Stressed	28	295 (0.3)	28	297 (0.3)	29	312 (1.4)
Often Stressed	35	299 (0.3)	39	299 (0.3)	31	316 (1.6)
I Don't Recall	8	291 (0.6)	7	290 (0.7)	7	308 (3.2)
Science						
Never Stressed	19	289 (0.5)	17	286 (0.6)	22	311 (2.0)
Seldom Stressed	19	287 (0.5)	19	288 (0.5)	18	307 (2.5)
Sometimes Stressed	28	287 (0.4)	29	289 (0.4)	25	307 (2.1)
Often Stressed	26	292 (0.4)	27	294 (0.4)	26	312 (1.9)
I Don't Recall	9	284 (0.7)	9	282 (0.8)	9	304 (3.2)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 22

**Student Achievement and Perceptions About Academic and
CTE Teachers Working Together**

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

	<u>%</u>	2004 Site CTE Students			<u>%</u>	2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
Joint Projects Required by Academic and CTE Teachers That Required:									
Reading									
Never	38	284 (0.3)	305 (0.3)	300 (0.3)	36	285 (0.3)	304 (0.3)	299 (0.4)	44
Once a Year	14	271 (0.5)	293 (0.5)	284 (0.6)	14	274 (0.5)	295 (0.4)	286 (0.6)	11
Once a Semester	18	270 (0.4)	292 (0.4)	282 (0.5)	18	274 (0.4)	293 (0.4)	284 (0.5)	16
Once or Twice a Month	16	272 (0.4)	293 (0.4)	283 (0.6)	16	275 (0.4)	294 (0.4)	285 (0.5)	14
Weekly/Several Times a Week	14	274 (0.4)	292 (0.4)	284 (0.5)	16	274 (0.4)	290 (0.4)	283 (0.6)	15
Writing									
Never	36	284 (0.3)	305 (0.3)	300 (0.3)	32	286 (0.3)	305 (0.3)	301 (0.4)	43
Once a Year	15	273 (0.5)	295 (0.5)	286 (0.6)	15	275 (0.4)	295 (0.4)	287 (0.6)	11
Once a Semester	19	271 (0.4)	292 (0.4)	283 (0.5)	19	274 (0.4)	294 (0.4)	284 (0.5)	18
Once or Twice a Month	16	273 (0.4)	294 (0.4)	284 (0.5)	17	275 (0.4)	294 (0.4)	286 (0.5)	14
Weekly/Several Times a Week	14	273 (0.4)	291 (0.5)	283 (0.6)	16	274 (0.4)	290 (0.4)	283 (0.5)	14

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 22 (continued)

**Student Achievement and Perceptions About Academic and
CTE Teachers Working Together**

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

	<u>%</u>	2004 Site CTE Students			<u>%</u>	2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
Joint Projects Required by Academic and CTE Teachers That Required:									
Mathematics									
Never	44	284 (0.2)	304 (0.2)	299 (0.3)	40	285 (0.3)	303 (0.3)	299 (0.3)	50
Once a Year	14	271 (0.5)	294 (0.5)	284 (0.6)	14	274 (0.5)	295 (0.4)	286 (0.6)	11
Once a Semester	17	270 (0.4)	292 (0.4)	282 (0.6)	19	273 (0.4)	293 (0.4)	284 (0.5)	15
Once or Twice a Month	14	270 (0.5)	292 (0.5)	283 (0.6)	15	274 (0.4)	293 (0.4)	285 (0.6)	13
Weekly/Several Times a Week	11	271 (0.5)	291 (0.5)	283 (0.7)	13	272 (0.5)	291 (0.5)	282 (0.6)	11
Science									
Never	44	283 (0.2)	304 (0.2)	298 (0.3)	39	285 (0.3)	304 (0.2)	299 (0.3)	49
Once a Year	15	271 (0.5)	294 (0.5)	285 (0.6)	15	275 (0.4)	295 (0.4)	286 (0.6)	14
Once a Semester	18	270 (0.4)	292 (0.4)	282 (0.6)	19	273 (0.4)	293 (0.4)	284 (0.5)	15
Once or Twice a Month	14	271 (0.5)	291 (0.5)	283 (0.6)	16	273 (0.4)	292 (0.4)	284 (0.6)	12
Weekly/Several Times a Week	10	270 (0.6)	290 (0.6)	282 (0.7)	11	272 (0.5)	289 (0.5)	282 (0.7)	10

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297

		2004 Site CTE Students		2002 Site CTE Students		2004 High-Scoring Sites in Your Category CTE Students			
How Often the Following Activities Were Done in CTE Classes:	%	Reading Mean	Math Mean	%	Reading Mean	Math Mean	%	Reading Mean	Math Mean
Used Mathematics to Complete Assignments in CTE Area									
Never	20	279 (0.4)	298 (0.4)	16	280 (0.4)	297 (0.4)	24	294 (1.9)	312 (1.8)
Once a Year	13	273 (0.5)	294 (0.5)	14	274 (0.5)	293 (0.5)	14	289 (2.3)	310 (2.4)
Once a Semester	22	273 (0.4)	295 (0.4)	22	275 (0.4)	295 (0.4)	21	285 (2.4)	311 (1.8)
Once or Twice a Month	23	277 (0.3)	299 (0.3)	25	279 (0.3)	299 (0.3)	21	295 (2.1)	315 (1.9)
Weekly/Several Times a Week	21	277 (0.4)	299 (0.4)	23	281 (0.3)	300 (0.3)	20	293 (1.5)	318 (1.7)
Read and Interpreted Technical Books and Manuals to Complete Assignments									
Never	21	279 (0.4)	299 (0.4)	12	279 (0.5)	297 (0.5)	24	293 (1.8)	313 (1.5)
Once a Year	16	275 (0.5)	296 (0.5)	13	273 (0.5)	294 (0.5)	17	292 (2.6)	311 (2.3)
Once a Semester	23	273 (0.4)	296 (0.4)	23	274 (0.4)	295 (0.4)	19	287 (2.0)	313 (1.8)
Once or Twice a Month	22	276 (0.4)	297 (0.4)	26	279 (0.3)	299 (0.3)	20	289 (2.3)	316 (2.1)
Weekly/Several Times a Week	18	278 (0.4)	297 (0.4)	26	282 (0.3)	299 (0.3)	19	295 (1.7)	315 (2.0)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

How Often the Following Activities Were Done in CTE Classes:	%	2004 Site CTE Students			%	2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students %
		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>	
Discussed or Debated Topics with Other Students About What I Read in <u>CTE</u> Classes									
Never	22	280 (0.4)	300 (0.4)	295 (0.5)	20	282 (0.4)	300 (0.4)	295 (0.5)	22
Once a Year	16	276 (0.4)	297 (0.4)	289 (0.6)	15	276 (0.5)	295 (0.5)	288 (0.6)	16
Once a Semester	25	274 (0.4)	297 (0.3)	288 (0.4)	24	277 (0.3)	297 (0.3)	289 (0.4)	23
Once or Twice a Month	23	275 (0.4)	296 (0.4)	288 (0.5)	24	278 (0.3)	297 (0.3)	289 (0.5)	25
Weekly/Several Times a Week	14	276 (0.5)	295 (0.5)	289 (0.6)	16	278 (0.4)	295 (0.4)	289 (0.5)	14

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site CTE Students				2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students %
		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>	
Read a Career-Related Article and Demonstrated Understanding of the Content	%				%				
Never	19	276 (0.4)	298 (0.4)	290 (0.5)	14	279 (0.5)	298 (0.5)	293 (0.6)	17
Once a Year	16	275 (0.5)	297 (0.5)	289 (0.6)	15	274 (0.5)	295 (0.5)	287 (0.6)	14
Once a Semester	26	275 (0.3)	297 (0.3)	289 (0.4)	25	277 (0.3)	297 (0.3)	289 (0.4)	25
Once or Twice a Month	24	278 (0.3)	298 (0.3)	292 (0.4)	27	280 (0.3)	299 (0.3)	292 (0.4)	29
Weekly/Several Times a Week	15	276 (0.4)	295 (0.4)	288 (0.5)	18	279 (0.4)	295 (0.4)	289 (0.5)	15
Completed Short Writing Assignments for CTE Classes of 1 to 3 Pages That Were Graded									
Never	34	276 (0.3)	299 (0.3)	292 (0.3)	36	278 (0.2)	298 (0.2)	291 (0.3)	38
Once a Year	16	276 (0.4)	298 (0.4)	291 (0.5)	17	276 (0.4)	297 (0.4)	289 (0.5)	14
Once a Semester	24	278 (0.3)	299 (0.3)	292 (0.4)	24	279 (0.3)	298 (0.3)	291 (0.4)	23
Once or Twice a Month	18	277 (0.4)	297 (0.4)	290 (0.5)	16	280 (0.4)	298 (0.4)	290 (0.5)	17
Weekly/Several Times a Week	9	273 (0.5)	291 (0.5)	283 (0.7)	8	275 (0.5)	292 (0.5)	285 (0.7)	8
Wrote a Major Research Paper on a Subject I Chose in Career/Technical Classes									
Never	57	279 (0.2)	301 (0.2)	294 (0.3)					61
Once a Year	18	277 (0.4)	298 (0.4)	291 (0.5)					17
Once a Semester	17	271 (0.4)	291 (0.4)	283 (0.5)					16
Twice a Semester or More	7	268 (0.6)	287 (0.6)	277 (0.8)					5

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site CTE Students				2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students
	%	Reading Mean	Math Mean	Science Mean	%	Reading Mean	Math Mean	Science Mean	%
Stood Before the Class to Present a Completed Assignment									
Never	17	278 (0.4)	299 (0.4)	294 (0.5)	18	279 (0.4)	298 (0.4)	293 (0.5)	14
Once a Year	16	275 (0.4)	297 (0.4)	290 (0.6)	17	277 (0.4)	297 (0.4)	290 (0.6)	15
Once a Semester	30	276 (0.3)	298 (0.3)	289 (0.4)	28	279 (0.3)	298 (0.3)	290 (0.4)	28
Once or Twice a Month	26	277 (0.3)	298 (0.3)	290 (0.4)	25	279 (0.3)	298 (0.3)	290 (0.4)	30
Weekly/Several Times a Week	11	274 (0.5)	292 (0.5)	284 (0.7)	11	275 (0.5)	292 (0.5)	284 (0.7)	13
Used Computer Skills to Do CTE Assignments									
Never	13	274 (0.5)	294 (0.5)	287 (0.6)	11	274 (0.5)	293 (0.5)	286 (0.7)	13
Once a Year	13	269 (0.5)	291 (0.5)	283 (0.6)	11	271 (0.5)	291 (0.5)	282 (0.7)	12
Once a Semester	22	272 (0.4)	294 (0.4)	285 (0.5)	21	274 (0.4)	294 (0.4)	285 (0.5)	18
Once or Twice a Month	24	276 (0.3)	297 (0.3)	289 (0.4)	24	279 (0.3)	298 (0.3)	290 (0.4)	25
Weekly/Several Times a Week	28	284 (0.3)	304 (0.3)	298 (0.4)	33	284 (0.3)	302 (0.3)	297 (0.4)	32
Used a Database or Spreadsheet Software to Complete an Assignment or Project									
Never	31	279 (0.3)	299 (0.3)	293 (0.4)	26	281 (0.3)	299 (0.3)	294 (0.4)	31
Once a Year	17	273 (0.4)	295 (0.4)	287 (0.6)	16	274 (0.4)	295 (0.4)	286 (0.6)	14
Once a Semester	22	273 (0.4)	296 (0.4)	287 (0.5)	22	276 (0.4)	296 (0.4)	287 (0.5)	20
Once or Twice a Month	17	276 (0.4)	297 (0.4)	289 (0.5)	20	279 (0.4)	298 (0.4)	291 (0.5)	20
Weekly/Several Times a Week	13	278 (0.5)	298 (0.5)	290 (0.6)	17	280 (0.4)	298 (0.4)	291 (0.5)	14

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site CTE Students				2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Met Specific Quality Standards on a Project of My Choice									
Never	14	277 (0.5)	299 (0.5)	292 (0.6)	13	278 (0.5)	297 (0.5)	291 (0.6)	14
Once a Year	16	274 (0.5)	296 (0.5)	288 (0.6)	15	276 (0.5)	295 (0.4)	287 (0.6)	13
Once a Semester	28	275 (0.3)	297 (0.3)	288 (0.4)	29	278 (0.3)	297 (0.3)	289 (0.4)	26
Once or Twice a Month	26	278 (0.3)	298 (0.3)	291 (0.4)	27	279 (0.3)	298 (0.3)	291 (0.4)	29
Weekly/Several Times a Week	16	277 (0.4)	297 (0.4)	291 (0.6)	17	280 (0.4)	298 (0.4)	292 (0.5)	18
Prepared a Written Report or Research Study									
Never	17	280 (0.4)	301 (0.4)	296 (0.5)	15	280 (0.5)	300 (0.4)	295 (0.6)	18
Once a Year	19	277 (0.4)	299 (0.4)	292 (0.5)	18	279 (0.4)	298 (0.4)	291 (0.5)	19
Once a Semester	31	276 (0.3)	298 (0.3)	290 (0.4)	33	279 (0.3)	299 (0.3)	291 (0.4)	30
Once or Twice a Month	24	275 (0.3)	296 (0.3)	287 (0.4)	25	277 (0.3)	296 (0.3)	288 (0.4)	24
Weekly/Several Times a Week	10	271 (0.5)	289 (0.6)	281 (0.7)	10	273 (0.5)	290 (0.6)	282 (0.8)	9
Had Challenging Assignments in CTE Classes									
Never	14	276 (0.5)	296 (0.5)	289 (0.6)	11	276 (0.5)	294 (0.5)	287 (0.7)	15
Once a Year	13	272 (0.5)	294 (0.5)	285 (0.6)	13	274 (0.5)	293 (0.5)	285 (0.6)	12
Once a Semester	25	274 (0.3)	296 (0.3)	287 (0.4)	25	277 (0.3)	297 (0.3)	288 (0.4)	26
Once or Twice a Month	30	279 (0.3)	299 (0.3)	293 (0.4)	29	281 (0.3)	300 (0.3)	293 (0.4)	29
Weekly/Several Times a Week	18	279 (0.4)	298 (0.4)	293 (0.5)	21	281 (0.4)	298 (0.4)	293 (0.5)	18

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site CTE Students				2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Made Journal or Lab Manual Entries That Recorded My Class Work									
Never	30	282 (0.3)	303 (0.3)	297 (0.4)	29	282 (0.3)	301 (0.3)	296 (0.4)	32
Once a Year	14	273 (0.5)	295 (0.5)	286 (0.6)	15	273 (0.5)	294 (0.5)	285 (0.6)	14
Once a Semester	20	271 (0.4)	294 (0.4)	284 (0.5)	20	274 (0.4)	295 (0.4)	286 (0.5)	18
Once or Twice a Month	18	273 (0.4)	294 (0.4)	286 (0.5)	17	276 (0.4)	296 (0.4)	287 (0.5)	16
Weekly/Several Times a Week	18	278 (0.4)	297 (0.4)	291 (0.5)	19	280 (0.4)	297 (0.4)	292 (0.5)	19
Had an Expert Outside of School Evaluate Assignments									
Yes	40	272 (0.3)	294 (0.3)	285 (0.4)	41	275 (0.3)	295 (0.3)	286 (0.4)	42
No	60	279 (0.2)	299 (0.2)	293 (0.3)	59	280 (0.2)	299 (0.2)	293 (0.3)	58
Took a Performance Test Containing Industry Standards That Had to be Met to Pass the Test									
Yes	42	273 (0.3)	294 (0.3)	286 (0.4)	45	275 (0.3)	295 (0.3)	287 (0.3)	40
No	58	279 (0.2)	299 (0.2)	292 (0.3)	55	281 (0.2)	299 (0.2)	293 (0.3)	60

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site CTE Students				2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Completed a Project That First Required Research and a Written Plan Before Completing									
Yes	75	279 (0.2)	299 (0.2)	293 (0.2)	76	280 (0.2)	299 (0.2)	292 (0.2)	78
No	25	268 (0.4)	291 (0.4)	281 (0.5)	24	272 (0.4)	293 (0.4)	284 (0.5)	22
Had to Meet Certain Standards On a <u>Written</u> Exam to Pass a Course									
Yes	62	276 (0.2)	297 (0.2)	289 (0.3)	69	279 (0.2)	297 (0.2)	290 (0.3)	61
No	38	277 (0.3)	298 (0.3)	291 (0.4)	31	277 (0.3)	297 (0.3)	289 (0.4)	39
Interviewed Workers in My Field About Their Work and Preparation									
Yes	44	274 (0.3)	295 (0.3)	287 (0.3)	49	277 (0.2)	296 (0.2)	288 (0.3)	45
No	56	278 (0.2)	299 (0.2)	292 (0.3)	51	280 (0.2)	298 (0.2)	292 (0.3)	55
Completed an On-The-Job Internship in My Field of Study									
Yes	36	271 (0.3)	293 (0.3)	283 (0.4)	41	274 (0.3)	294 (0.3)	285 (0.4)	35
No	64	279 (0.2)	300 (0.2)	294 (0.3)	59	281 (0.2)	299 (0.2)	294 (0.3)	65

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site CTE Students				2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Received Encouragement to Take a Combination of Academic and CTE Courses									
Yes	67	278 (0.2)	299 (0.2)	292 (0.3)	70	280 (0.2)	299 (0.2)	292 (0.3)	73
No	33	272 (0.3)	293 (0.3)	285 (0.4)	30	274 (0.3)	293 (0.3)	285 (0.4)	27
Received Information and Help About Participating in a Cooperative CTE Program									
Yes	56	276 (0.2)	297 (0.2)	289 (0.3)	60	277 (0.2)	297 (0.2)	289 (0.3)	58
No	44	277 (0.3)	298 (0.3)	291 (0.3)	40	279 (0.3)	298 (0.3)	291 (0.4)	42
Participated in a Cooperative CTE Program									
Yes	52	275 (0.2)	296 (0.2)	288 (0.3)	56	277 (0.2)	296 (0.2)	288 (0.3)	54
No	48	278 (0.3)	299 (0.3)	292 (0.3)	44	280 (0.3)	299 (0.3)	293 (0.3)	46

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

Career/Technical Teacher Required Me to Keep a Folder or Portfolio That Included:	<u>%</u>	2004 Site CTE Students			<u>%</u>	2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
Products or Pictures of Products I Made									
Yes	49	274 (0.2)	295 (0.2)	287 (0.3)	51	276 (0.2)	295 (0.2)	287 (0.3)	50
No	51	277 (0.2)	298 (0.2)	291 (0.3)	49	280 (0.2)	299 (0.2)	292 (0.3)	50
Samples of Completed Academic and CTE Assignments									
Yes	61	277 (0.2)	298 (0.2)	290 (0.3)	65	279 (0.2)	298 (0.2)	290 (0.3)	64
No	39	274 (0.3)	295 (0.3)	288 (0.4)	35	276 (0.3)	295 (0.3)	288 (0.4)	36
Examples of How I Used Mathematics Skills in CTE Class									
Yes	43	270 (0.3)	293 (0.3)	283 (0.4)	49	274 (0.2)	294 (0.2)	285 (0.3)	41
No	57	280 (0.2)	300 (0.2)	294 (0.3)	51	282 (0.2)	300 (0.2)	294 (0.3)	59
Examples of How I Used Science Skills in CTE Class									
Yes	37	270 (0.3)	292 (0.3)	283 (0.4)	42	273 (0.3)	293 (0.3)	285 (0.4)	34
No	63	279 (0.2)	300 (0.2)	293 (0.3)	58	281 (0.2)	299 (0.2)	293 (0.3)	66

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork in CTE Classes

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

	<u>%</u>	2004 Site CTE Students			<u>%</u>	2002 Site CTE Students			2004 High-Scoring Sites in Your Category CTE Students <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
Career/Technical Teacher Required Me to Keep a Folder or Portfolio That Included:									
A List of Books or Articles I Have Read									
Yes	37	269 (0.3)	290 (0.3)	281 (0.4)	40	272 (0.3)	291 (0.3)	282 (0.4)	32
No	63	279 (0.2)	300 (0.2)	294 (0.3)	60	282 (0.2)	301 (0.2)	295 (0.3)	68
Writing Samples									
Yes	57	276 (0.2)	296 (0.2)	288 (0.3)	59	278 (0.2)	296 (0.2)	288 (0.3)	57
No	43	276 (0.3)	298 (0.3)	291 (0.4)	41	278 (0.3)	298 (0.3)	292 (0.4)	43
My Own Evaluation of My Work									
Yes	53	273 (0.2)	294 (0.2)	285 (0.3)	55	276 (0.2)	294 (0.2)	286 (0.3)	54
No	47	278 (0.3)	300 (0.3)	294 (0.3)	45	281 (0.3)	300 (0.3)	294 (0.3)	46
Evaluation of My Work by Experts									
Yes	44	272 (0.3)	293 (0.3)	284 (0.3)	45	274 (0.3)	293 (0.3)	284 (0.3)	47
No	56	279 (0.2)	299 (0.2)	293 (0.3)	55	281 (0.2)	300 (0.2)	294 (0.3)	53

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

RAISING EXPECTATIONS AND STUDENT ACHIEVEMENT

Table 24

Student Achievement by Perceptions of Schoolwork and Teacher Expectations
The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
 Your School Category: A
 Group: All Students

Reading Goal: 279
 Mathematics Goal: 297
 Science Goal: 299

Courses Have Been Challenging and Exciting	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Never	5	263 (0.7)	287 (0.7)	277 (0.9)	7	266 (0.6)	288 (0.6)	279 (0.8)	3
Seldom	21	275 (0.3)	298 (0.3)	291 (0.4)	20	277 (0.3)	297 (0.3)	290 (0.4)	18
Sometimes	57	280 (0.2)	301 (0.2)	294 (0.2)	50	281 (0.2)	300 (0.2)	293 (0.2)	56
Often	17	281 (0.3)	302 (0.3)	295 (0.4)	23	281 (0.3)	299 (0.3)	292 (0.3)	23
CTE Students									
Never	5	262 (0.8)	285 (0.8)	276 (1.0)	7	265 (0.7)	287 (0.7)	278 (0.9)	4
Seldom	21	273 (0.4)	296 (0.3)	289 (0.5)	20	276 (0.4)	297 (0.3)	290 (0.5)	19
Sometimes	57	278 (0.2)	299 (0.2)	292 (0.3)	50	280 (0.2)	299 (0.2)	291 (0.3)	54
Often	17	279 (0.4)	299 (0.4)	292 (0.5)	23	280 (0.3)	298 (0.3)	291 (0.4)	23
Teachers Set High Standards and Were Willing to Help Me Meet Them									
All Students									
Never	6	265 (0.6)	288 (0.6)	279 (0.8)	6	266 (0.6)	286 (0.6)	277 (0.8)	4
Seldom	19	274 (0.3)	297 (0.3)	290 (0.4)	17	274 (0.3)	294 (0.3)	286 (0.4)	16
Sometimes	40	279 (0.2)	301 (0.2)	294 (0.3)	39	279 (0.2)	299 (0.2)	292 (0.3)	40
Often	36	282 (0.2)	302 (0.2)	295 (0.3)	38	283 (0.2)	302 (0.2)	295 (0.3)	40
CTE Students									
Never	6	264 (0.7)	287 (0.7)	278 (0.9)	6	265 (0.7)	285 (0.7)	276 (0.9)	5
Seldom	19	273 (0.4)	296 (0.4)	288 (0.5)	17	273 (0.4)	294 (0.4)	286 (0.5)	17
Sometimes	40	277 (0.2)	299 (0.2)	292 (0.3)	39	278 (0.2)	298 (0.2)	291 (0.3)	39
Often	35	280 (0.2)	300 (0.3)	293 (0.3)	38	282 (0.2)	301 (0.2)	294 (0.3)	39

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 24 (continued)

Student Achievement by Perceptions of Schoolwork and Teacher Expectations
The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Most of My Teachers Encouraged Me to Do Well in School									
All Students									
Never	4	264 (0.8)	287 (0.8)	277 (1.0)	4	265 (0.8)	286 (0.8)	278 (1.1)	4
Seldom	14	273 (0.4)	296 (0.4)	288 (0.5)	13	274 (0.4)	294 (0.4)	286 (0.5)	13
Sometimes	35	277 (0.2)	300 (0.2)	293 (0.3)	34	278 (0.2)	298 (0.2)	291 (0.3)	34
Often	47	282 (0.2)	302 (0.2)	295 (0.2)	50	282 (0.2)	300 (0.2)	294 (0.2)	49
CTE Students									
Never	4	263 (0.9)	286 (0.9)	275 (1.2)	4	264 (0.9)	286 (1.0)	277 (1.2)	4
Seldom	14	271 (0.4)	294 (0.4)	287 (0.6)	13	273 (0.4)	294 (0.4)	285 (0.6)	13
Sometimes	35	276 (0.3)	298 (0.3)	291 (0.3)	34	277 (0.3)	298 (0.3)	290 (0.3)	34
Often	47	280 (0.2)	300 (0.2)	293 (0.3)	50	281 (0.2)	299 (0.2)	292 (0.3)	49

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 24 (continued)

**Student Achievement by Perceptions of Schoolwork and Teacher Expectations
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

2004 Site					2002 Site					2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites	
Teachers Clearly Indicated What it Took to Earn an "A" or "B" at the Beginning of a Project or Unit	%	Mean	Mean	Mean	%	Mean	Mean	Mean	in Your Category	
									%	
All Students										
Never	4	262 (0.7)	285 (0.7)	275 (0.9)	4	261 (0.8)	283 (0.8)	273 (1.1)	3	
Seldom	14	272 (0.4)	295 (0.4)	287 (0.5)	14	272 (0.4)	293 (0.4)	285 (0.5)	11	
Sometimes	39	278 (0.2)	300 (0.2)	293 (0.3)	38	278 (0.2)	298 (0.2)	290 (0.3)	39	
Often	42	283 (0.2)	303 (0.2)	296 (0.2)	45	283 (0.2)	302 (0.2)	295 (0.2)	47	
CTE Students										
Never	5	261 (0.8)	285 (0.8)	275 (1.1)	4	262 (0.9)	283 (0.9)	273 (1.2)	3	
Seldom	14	270 (0.5)	294 (0.4)	285 (0.6)	14	271 (0.4)	292 (0.4)	283 (0.6)	11	
Sometimes	39	276 (0.3)	298 (0.2)	291 (0.3)	38	277 (0.2)	297 (0.2)	289 (0.3)	40	
Often	42	281 (0.2)	301 (0.2)	294 (0.3)	45	283 (0.2)	301 (0.2)	294 (0.3)	46	
Teachers Cared Enough About Me Not to Let Me Get By Without Doing the Work										
All Students										
Never	10	270 (0.4)	292 (0.4)	283 (0.5)	11	271 (0.4)	291 (0.4)	281 (0.6)	8	
Seldom	21	277 (0.3)	300 (0.3)	293 (0.4)	20	278 (0.3)	298 (0.3)	291 (0.4)	22	
Sometimes	40	279 (0.2)	301 (0.2)	294 (0.3)	38	280 (0.2)	300 (0.2)	292 (0.3)	41	
Often	29	281 (0.2)	301 (0.2)	294 (0.3)	30	282 (0.2)	300 (0.2)	293 (0.3)	29	
CTE Students										
Never	10	269 (0.5)	290 (0.5)	282 (0.6)	11	270 (0.5)	290 (0.5)	280 (0.6)	9	
Seldom	21	276 (0.3)	298 (0.3)	290 (0.4)	20	277 (0.3)	297 (0.3)	290 (0.4)	22	
Sometimes	40	277 (0.2)	299 (0.2)	292 (0.3)	38	279 (0.2)	298 (0.2)	291 (0.3)	40	
Often	28	279 (0.3)	299 (0.3)	292 (0.4)	30	281 (0.3)	299 (0.3)	292 (0.3)	29	

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 24 (continued)

**Student Achievement by Perceptions of Schoolwork and Teacher Expectations
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

2004 Site					2002 Site					2004
Reading					Math					High-Scoring Sites
Mean					Mean					in Your Category
Science					Science					%
Mean					Mean					
Mean					Mean					
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The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 25

**Student Achievement and Perceptions of Classroom Requirements
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Had to Develop and Analyze Tables, Charts, Graphs									
All Students									
Never	4	260 (0.7)	281 (0.7)	270 (0.9)	4	260 (0.7)	280 (0.8)	269 (1.0)	2
Seldom	18	274 (0.3)	296 (0.3)	287 (0.4)	18	274 (0.3)	294 (0.3)	285 (0.4)	15
Sometimes	50	279 (0.2)	300 (0.2)	293 (0.2)	50	280 (0.2)	299 (0.2)	292 (0.2)	46
Often	27	283 (0.2)	305 (0.2)	298 (0.3)	28	284 (0.2)	302 (0.2)	296 (0.3)	36
CTE Students									
Never	4	259 (0.8)	280 (0.9)	269 (1.1)	4	259 (0.8)	279 (0.9)	268 (1.1)	2
Seldom	19	273 (0.4)	295 (0.4)	286 (0.5)	18	273 (0.4)	293 (0.4)	284 (0.5)	15
Sometimes	50	277 (0.2)	298 (0.2)	291 (0.3)	50	279 (0.2)	298 (0.2)	291 (0.3)	46
Often	27	281 (0.3)	302 (0.3)	296 (0.4)	28	283 (0.3)	302 (0.3)	295 (0.3)	36
Used Word-Processing Software to Complete an Assignment or Project									
All Students									
Never	3	256 (0.8)	279 (0.8)	267 (1.1)	4	258 (0.8)	278 (0.8)	268 (1.0)	1
Seldom	11	267 (0.4)	290 (0.4)	280 (0.5)	12	268 (0.4)	289 (0.4)	279 (0.5)	7
Sometimes	37	274 (0.2)	297 (0.2)	288 (0.3)	37	276 (0.2)	296 (0.2)	288 (0.3)	29
Often	49	285 (0.2)	306 (0.2)	301 (0.2)	48	286 (0.2)	304 (0.2)	299 (0.2)	63
CTE Students									
Never	4	255 (1.0)	278 (1.0)	266 (1.2)	4	257 (0.9)	278 (0.9)	268 (1.2)	2
Seldom	11	266 (0.5)	288 (0.5)	278 (0.6)	12	268 (0.5)	289 (0.4)	279 (0.6)	7
Sometimes	37	273 (0.3)	295 (0.2)	287 (0.3)	37	275 (0.2)	295 (0.2)	287 (0.3)	30
Often	48	284 (0.2)	304 (0.2)	298 (0.3)	48	284 (0.2)	303 (0.2)	297 (0.3)	61

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 25 (continued)

**Student Achievement and Perceptions of Classroom Requirements
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Were Part of a Team or Small Group in Class									
All Students									
Never	3	253 (0.9)	275 (1.0)	262 (1.2)	3	253 (0.9)	273 (1.0)	260 (1.3)	1
Seldom	13	269 (0.4)	293 (0.4)	283 (0.5)	12	270 (0.4)	291 (0.4)	281 (0.6)	9
Sometimes	46	278 (0.2)	300 (0.2)	292 (0.2)	45	278 (0.2)	299 (0.2)	291 (0.3)	41
Often	39	284 (0.2)	304 (0.2)	298 (0.2)	40	284 (0.2)	302 (0.2)	296 (0.3)	49
CTE Students									
Never	3	253 (1.1)	276 (1.1)	263 (1.4)	3	253 (1.1)	273 (1.1)	260 (1.4)	2
Seldom	13	268 (0.5)	291 (0.5)	282 (0.6)	12	269 (0.5)	290 (0.5)	280 (0.6)	9
Sometimes	46	276 (0.2)	298 (0.2)	291 (0.3)	45	278 (0.2)	298 (0.2)	290 (0.3)	41
Often	38	282 (0.2)	302 (0.2)	295 (0.3)	40	283 (0.2)	301 (0.2)	295 (0.3)	48
Received a Grade for Their Part in a Team or Small Group									
All Students									
Never	4	257 (0.8)	281 (0.8)	269 (1.1)	3	258 (0.8)	279 (0.9)	267 (1.2)	2
Seldom	12	270 (0.4)	294 (0.4)	285 (0.5)	11	270 (0.4)	292 (0.4)	283 (0.6)	9
Sometimes	41	278 (0.2)	301 (0.2)	293 (0.3)	41	279 (0.2)	299 (0.2)	292 (0.3)	37
Often	43	283 (0.2)	302 (0.2)	296 (0.2)	44	283 (0.2)	301 (0.2)	294 (0.2)	52
CTE Students									
Never	4	257 (1.0)	281 (0.9)	269 (1.2)	3	258 (0.9)	279 (1.0)	267 (1.3)	2
Seldom	12	269 (0.5)	293 (0.5)	283 (0.6)	11	269 (0.5)	291 (0.5)	281 (0.7)	10
Sometimes	41	276 (0.2)	299 (0.2)	291 (0.3)	41	278 (0.2)	298 (0.2)	291 (0.3)	36
Often	43	281 (0.2)	300 (0.2)	294 (0.3)	44	282 (0.2)	300 (0.2)	293 (0.3)	52

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 25 (continued)

**Student Achievement and Perceptions of Classroom Requirements
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

	2004 Site				2002 Site				2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Designed Research Projects and Reported the Results									
All Students									
Never	9	273 (0.5)	294 (0.5)	287 (0.6)	10	274 (0.4)	293 (0.5)	286 (0.6)	7
Seldom	30	280 (0.2)	303 (0.2)	296 (0.3)	31	280 (0.2)	301 (0.2)	293 (0.3)	27
Sometimes	43	278 (0.2)	300 (0.2)	293 (0.3)	41	279 (0.2)	298 (0.2)	291 (0.3)	43
Often	19	278 (0.3)	299 (0.3)	291 (0.4)	18	279 (0.3)	298 (0.3)	290 (0.4)	23
CTE Students									
Never	9	271 (0.6)	293 (0.6)	285 (0.7)	10	273 (0.5)	292 (0.5)	284 (0.7)	7
Seldom	29	278 (0.3)	300 (0.3)	293 (0.4)	30	279 (0.3)	299 (0.3)	292 (0.3)	25
Sometimes	43	276 (0.2)	298 (0.2)	290 (0.3)	41	278 (0.2)	297 (0.2)	290 (0.3)	44
Often	19	277 (0.3)	297 (0.3)	289 (0.4)	19	279 (0.3)	297 (0.3)	290 (0.4)	24

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 25 (continued)

**Student Achievement and Perceptions of Classroom Requirements
The 2004 *High Schools That Work* Assessment**

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Were Required to Do a Senior Project That Included Researching a Topic, Creating a Product or Performing a Service and Presenting It									
All Students									
Yes	55	278 (0.2)	299 (0.2)	292 (0.2)	55	278 (0.2)	298 (0.2)	290 (0.2)	44
No	45	279 (0.2)	301 (0.2)	294 (0.3)	45	280 (0.2)	300 (0.2)	293 (0.3)	56
CTE Students									
Yes	57	277 (0.2)	298 (0.2)	290 (0.3)	56	278 (0.2)	297 (0.2)	289 (0.3)	48
No	43	276 (0.2)	298 (0.2)	291 (0.3)	44	279 (0.2)	299 (0.2)	292 (0.3)	52
Had to Write in a Journal or Notebook about New Ideas Learned in School									
All Students									
Never	23	280 (0.3)	303 (0.3)	296 (0.3)	19	280 (0.3)	300 (0.3)	294 (0.4)	24
Seldom	30	281 (0.2)	303 (0.2)	297 (0.3)	29	281 (0.2)	302 (0.2)	295 (0.3)	33
Sometimes	31	275 (0.2)	297 (0.2)	289 (0.3)	32	277 (0.2)	297 (0.2)	288 (0.3)	29
Often	17	276 (0.3)	295 (0.3)	287 (0.4)	19	277 (0.3)	295 (0.3)	287 (0.4)	15
CTE Students									
Never	23	278 (0.3)	300 (0.3)	294 (0.4)	19	278 (0.3)	298 (0.3)	292 (0.5)	23
Seldom	30	279 (0.3)	301 (0.3)	294 (0.4)	29	280 (0.3)	301 (0.3)	293 (0.4)	30
Sometimes	31	274 (0.3)	296 (0.3)	287 (0.4)	33	277 (0.3)	296 (0.3)	288 (0.3)	31
Often	17	275 (0.4)	294 (0.4)	286 (0.5)	20	277 (0.3)	295 (0.3)	287 (0.4)	16

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 25 (continued)

**Student Achievement and Perceptions of Classroom Requirements
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Teachers Involved Students in Planning What They Learn									
All Students									
Never	16	281 (0.3)	302 (0.3)	297 (0.4)	15	280 (0.4)	300 (0.4)	295 (0.5)	18
Seldom	34	282 (0.2)	304 (0.2)	298 (0.3)	32	282 (0.2)	302 (0.2)	296 (0.3)	36
Sometimes	38	276 (0.2)	297 (0.2)	289 (0.3)	39	277 (0.2)	297 (0.2)	288 (0.3)	34
Often	12	272 (0.4)	292 (0.4)	283 (0.5)	14	274 (0.4)	292 (0.4)	283 (0.5)	12
CTE Students									
Never	16	279 (0.4)	300 (0.4)	295 (0.5)	15	279 (0.4)	298 (0.4)	293 (0.5)	15
Seldom	34	280 (0.3)	302 (0.3)	296 (0.3)	32	281 (0.3)	301 (0.3)	295 (0.3)	36
Sometimes	38	274 (0.2)	296 (0.2)	287 (0.3)	39	277 (0.2)	296 (0.2)	288 (0.3)	36
Often	12	270 (0.4)	291 (0.5)	281 (0.6)	15	274 (0.4)	292 (0.4)	283 (0.5)	13
Courses Repeated Content Already Learned									
All Students									
Never	4	259 (0.7)	281 (0.7)	268 (0.9)	6	262 (0.6)	281 (0.6)	268 (0.8)	3
Seldom	29	278 (0.2)	300 (0.2)	291 (0.3)	29	279 (0.2)	299 (0.2)	290 (0.3)	30
Sometimes	49	280 (0.2)	301 (0.2)	294 (0.2)	49	280 (0.2)	300 (0.2)	293 (0.2)	50
Often	17	280 (0.3)	301 (0.3)	297 (0.4)	16	280 (0.3)	299 (0.3)	295 (0.4)	17
CTE Students									
Never	4	258 (0.8)	279 (0.8)	266 (1.1)	6	261 (0.7)	281 (0.7)	268 (1.0)	3
Seldom	29	276 (0.3)	298 (0.3)	289 (0.4)	29	278 (0.3)	298 (0.3)	290 (0.3)	29
Sometimes	50	278 (0.2)	299 (0.2)	292 (0.3)	49	280 (0.2)	299 (0.2)	292 (0.3)	51
Often	17	278 (0.4)	299 (0.4)	294 (0.5)	16	279 (0.4)	298 (0.4)	293 (0.5)	17

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 25 (continued)

**Student Achievement and Perceptions of Classroom Requirements
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
Were Asked to Write In-Depth Explanations About a Class Project or Activity									
All Students									
Never	13	273 (0.4)	295 (0.4)	287 (0.5)	13	273 (0.4)	293 (0.4)	284 (0.5)	11
Seldom	33	280 (0.2)	303 (0.2)	296 (0.3)	33	280 (0.2)	301 (0.2)	293 (0.3)	34
Sometimes	40	278 (0.2)	300 (0.2)	293 (0.3)	39	279 (0.2)	299 (0.2)	292 (0.3)	38
Often	14	278 (0.3)	298 (0.4)	291 (0.4)	15	279 (0.3)	298 (0.3)	291 (0.4)	18
CTE Students									
Never	13	272 (0.4)	293 (0.4)	285 (0.6)	13	272 (0.4)	291 (0.4)	283 (0.6)	11
Seldom	33	279 (0.3)	301 (0.3)	294 (0.3)	33	279 (0.3)	299 (0.3)	292 (0.3)	33
Sometimes	39	277 (0.2)	298 (0.2)	290 (0.3)	39	279 (0.2)	298 (0.2)	291 (0.3)	38
Often	14	276 (0.4)	296 (0.4)	289 (0.5)	15	279 (0.4)	297 (0.4)	290 (0.5)	18
Could Choose Topics for Research or Project Work									
All Students									
Never	4	263 (0.7)	287 (0.8)	277 (1.0)	4	262 (0.8)	283 (0.8)	274 (1.0)	3
Seldom	18	275 (0.3)	298 (0.3)	290 (0.4)	17	274 (0.3)	296 (0.3)	287 (0.5)	16
Sometimes	49	279 (0.2)	301 (0.2)	294 (0.2)	48	280 (0.2)	300 (0.2)	292 (0.2)	48
Often	29	282 (0.2)	301 (0.2)	295 (0.3)	31	283 (0.2)	300 (0.2)	294 (0.3)	33
CTE Students									
Never	4	263 (0.9)	287 (0.9)	277 (1.1)	4	262 (0.9)	282 (0.9)	273 (1.2)	3
Seldom	18	273 (0.4)	296 (0.4)	288 (0.5)	17	274 (0.4)	295 (0.4)	286 (0.5)	17
Sometimes	49	277 (0.2)	299 (0.2)	291 (0.3)	48	279 (0.2)	298 (0.2)	291 (0.3)	48
Often	29	280 (0.3)	299 (0.3)	293 (0.3)	31	282 (0.3)	299 (0.3)	293 (0.3)	32

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 25 (continued)

**Student Achievement and Perceptions of Classroom Requirements
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site				2002 Site			2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites
	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
Completed Short Writing Assignments for Social Studies of 1 to 3 Pages That Were Graded									
All Students									
Never	15	271 (0.3)	293 (0.3)	283 (0.4)	15	273 (0.3)	293 (0.3)	284 (0.5)	8
Once a Year	15	274 (0.3)	297 (0.3)	289 (0.4)	18	273 (0.3)	294 (0.3)	285 (0.4)	12
Once a Semester	30	279 (0.2)	301 (0.2)	294 (0.3)	30	280 (0.2)	299 (0.2)	292 (0.3)	28
Once or Twice a Month	29	283 (0.2)	305 (0.2)	299 (0.3)	26	285 (0.2)	304 (0.2)	298 (0.3)	36
Weekly/Several Times a Month	12	280 (0.4)	299 (0.4)	293 (0.5)	11	281 (0.4)	298 (0.4)	291 (0.6)	16
CTE Students									
Never	15	270 (0.4)	292 (0.4)	282 (0.5)	15	272 (0.4)	292 (0.4)	283 (0.5)	10
Once a Year	15	273 (0.4)	295 (0.4)	288 (0.5)	18	273 (0.4)	293 (0.4)	285 (0.5)	12
Once a Semester	30	277 (0.3)	299 (0.3)	292 (0.3)	30	279 (0.3)	299 (0.3)	291 (0.4)	29
Once or Twice a Month	28	281 (0.3)	302 (0.3)	296 (0.4)	26	284 (0.3)	302 (0.3)	296 (0.4)	36
Weekly/Several Times a Month	11	277 (0.5)	296 (0.5)	290 (0.6)	11	280 (0.5)	297 (0.5)	290 (0.6)	14

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 25 (continued)

**Student Achievement and Perceptions of Classroom Requirements
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site				2002 Site			2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites
	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
Wrote a Major Research Paper on a Subject I Chose in Social Studies									<u>%</u>
All Students									
Never	43	279 (0.2)	301 (0.2)	294 (0.2)					28
Once a Year	24	280 (0.3)	302 (0.3)	296 (0.3)					27
Once a Semester	25	276 (0.3)	297 (0.3)	290 (0.3)					32
Twice a Semester or More	9	274 (0.5)	294 (0.5)	286 (0.6)					12
CTE Students									
Never	43	278 (0.2)	300 (0.2)	293 (0.3)					30
Once a Year	23	278 (0.3)	300 (0.3)	293 (0.4)					27
Once a Semester	25	275 (0.3)	295 (0.3)	288 (0.4)					32
Twice a Semester or More	9	272 (0.6)	291 (0.6)	283 (0.7)					10

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 26

**Performance of Students by Amount of Time Spent on Homework
The 2004 *High Schools That Work* Assessment**

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Overall Time Spent on Homework <u>Each Day</u>	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>	
All Students									
I Don't Usually Have Homework	19	270 (0.3)	290 (0.3)	282 (0.4)	21	271 (0.3)	290 (0.3)	283 (0.4)	8
I Have Homework, But I Don't Usually Do It	8	271 (0.5)	297 (0.5)	291 (0.7)	8	272 (0.6)	297 (0.6)	290 (0.8)	7
One-Half Hour or Less	21	278 (0.3)	301 (0.3)	294 (0.4)	19	279 (0.3)	300 (0.3)	292 (0.4)	15
30 Minutes to One Hour	29	280 (0.2)	301 (0.2)	294 (0.3)	30	281 (0.2)	299 (0.2)	292 (0.3)	30
One to Two Hours	17	284 (0.3)	304 (0.3)	298 (0.4)	18	284 (0.3)	302 (0.3)	295 (0.4)	25
More Than Two Hours	5	288 (0.6)	309 (0.6)	302 (0.7)	6	288 (0.6)	306 (0.6)	300 (0.7)	14
CTE Students									
I Don't Usually Have Homework	21	269 (0.3)	290 (0.3)	282 (0.5)	22	271 (0.3)	290 (0.3)	282 (0.4)	9
I Have Homework, But I Don't Usually Do It	8	270 (0.6)	296 (0.6)	289 (0.8)	7	271 (0.7)	296 (0.6)	289 (0.9)	6
One-Half Hour or Less	21	277 (0.3)	300 (0.3)	292 (0.4)	19	278 (0.3)	299 (0.3)	291 (0.5)	15
30 Minutes to One Hour	29	279 (0.3)	299 (0.3)	292 (0.3)	29	280 (0.3)	299 (0.3)	291 (0.3)	32
One to Two Hours	16	282 (0.4)	302 (0.4)	295 (0.4)	17	283 (0.3)	301 (0.3)	294 (0.4)	25
More Than Two Hours	5	285 (0.7)	306 (0.7)	299 (0.9)	5	287 (0.6)	304 (0.7)	298 (0.8)	12

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 26 (continued)

**Performance of Students by Amount of Time Spent on Homework
The 2004 *High Schools That Work* Assessment**

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Group: All Students		2004 Site			2002 Site			2004 High-Scoring Sites in Your Category	
Of Time Spent on Homework Each Day, Portion Spent on Academic Homework <u>in School</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
All Students									
No Homework Given or Don't Usually Do It	15	269 (0.4)	292 (0.4)	284 (0.5)	16	270 (0.4)	292 (0.3)	283 (0.5)	9
About 1/4 or Less of the Time	29	282 (0.2)	303 (0.2)	296 (0.3)	29	282 (0.2)	302 (0.2)	295 (0.3)	32
About 1/3 of the Time	16	278 (0.3)	299 (0.3)	292 (0.4)	16	279 (0.3)	297 (0.3)	290 (0.4)	19
About 1/2 of the Time	17	277 (0.3)	299 (0.3)	290 (0.4)	18	279 (0.3)	297 (0.3)	289 (0.4)	17
Almost 3/4 of the Time	8	282 (0.4)	304 (0.4)	298 (0.5)	8	282 (0.5)	303 (0.5)	297 (0.6)	9
Almost All of the Time	13	280 (0.4)	302 (0.4)	296 (0.5)	13	280 (0.4)	299 (0.4)	293 (0.5)	13
CTE Students									
No Homework Given or Don't Usually Do It	17	269 (0.4)	291 (0.4)	283 (0.5)	17	270 (0.4)	291 (0.4)	283 (0.5)	9
About 1/4 or Less of the Time	29	279 (0.3)	301 (0.3)	293 (0.4)	29	281 (0.3)	301 (0.3)	294 (0.4)	32
About 1/3 of the Time	16	277 (0.4)	298 (0.4)	290 (0.5)	16	278 (0.4)	296 (0.4)	289 (0.5)	20
About 1/2 of the Time	17	276 (0.4)	297 (0.4)	288 (0.5)	18	278 (0.3)	297 (0.3)	288 (0.5)	17
Almost 3/4 of the Time	8	280 (0.5)	302 (0.5)	296 (0.7)	8	281 (0.5)	302 (0.5)	296 (0.7)	9
Almost All of the Time	13	279 (0.4)	300 (0.4)	294 (0.6)	13	279 (0.4)	298 (0.4)	292 (0.6)	13

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 27

Percentage and Performance of CTE Students by the Amount of Time Spent on CTE Homework Each Week

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297

	<u>%</u>	2004 Site CTE Students	Math	<u>%</u>	2002 Site CTE Students	Math	2004 High-Scoring Sites in Your Category	Math
		<u>Reading</u> <u>Mean</u>	<u>Mean</u>		<u>Reading</u> <u>Mean</u>	<u>Mean</u>	<u>Reading</u> <u>Mean</u>	<u>Mean</u>
Time Spent on Homework Each <u>Day</u> Assigned by CTE Teachers								
I Usually Don't Have Homework Assigned	47	276 (0.2)	298 (0.2)				36	290 (1.2)
I Have Homework, But I Don't Usually Do It	3	261 (1.1)	285 (1.1)				2	280 (8.2)
1/2 Hour or Less	16	278 (0.4)	299 (0.4)				17	294 (1.9)
30 Minutes to 1 Hour	12	275 (0.4)	293 (0.4)				13	292 (2.2)
1 to 2 Hours	4	272 (0.8)	290 (0.8)				6	295 (2.4)
More Than 2 Hours	1	266 (1.5)	285 (1.4)				2	299 (4.6)
I Did Not Take a CTE or Business Course	16	278 (0.4)	299 (0.4)				24	291 (1.4)

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

AVAILABILITY OF EXTRA HELP FOR STUDENTS

Table 28

Student Achievement and Extra Help
The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
 Your School Category: A
 Group: All Students

Reading Goal: 279
 Mathematics Goal: 297
 Science Goal: 299

Teachers Are Available Before, During, or After School to Help with Studies	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Never	4	258 (0.8)	282 (0.8)	271 (1.1)	4	260 (0.8)	281 (0.9)	270 (1.2)	3
Occasionally	29	275 (0.2)	296 (0.2)	287 (0.3)	30	276 (0.2)	295 (0.2)	288 (0.3)	26
Frequently	57	281 (0.2)	303 (0.2)	296 (0.2)	55	281 (0.2)	301 (0.2)	294 (0.2)	62
Did Not Need Help	10	279 (0.5)	303 (0.5)	297 (0.6)	11	281 (0.5)	302 (0.4)	296 (0.6)	9
CTE Students									
Never	4	257 (0.9)	280 (0.9)	270 (1.2)	4	259 (0.9)	280 (0.9)	269 (1.3)	2
Occasionally	30	274 (0.3)	295 (0.3)	286 (0.4)	30	276 (0.3)	294 (0.3)	287 (0.3)	29
Frequently	56	279 (0.2)	301 (0.2)	294 (0.3)	55	280 (0.2)	300 (0.2)	292 (0.3)	60
Did Not Need Help	10	277 (0.5)	300 (0.5)	294 (0.7)	11	279 (0.5)	301 (0.5)	295 (0.7)	9
How Often the Extra Help You Received Helped You to Understand Your School Work Better									
All Students									
Never	8	269 (0.5)	292 (0.5)	284 (0.7)	4	264 (0.8)	286 (0.8)	277 (1.0)	6
Seldom	11	268 (0.4)	290 (0.4)	282 (0.5)	11	269 (0.4)	290 (0.4)	281 (0.6)	9
Sometimes	30	275 (0.2)	297 (0.2)	289 (0.3)	31	276 (0.2)	295 (0.2)	287 (0.3)	28
Often	40	282 (0.2)	302 (0.2)	296 (0.2)	43	283 (0.2)	301 (0.2)	295 (0.2)	45
Did Not Need Extra Help	12	288 (0.4)	313 (0.4)	309 (0.5)	11	287 (0.4)	309 (0.4)	305 (0.5)	12
CTE Students									
Never	8	268 (0.6)	291 (0.6)	282 (0.8)	4	263 (0.9)	286 (0.9)	277 (1.1)	6
Seldom	11	267 (0.5)	289 (0.5)	281 (0.6)	11	269 (0.5)	289 (0.5)	280 (0.7)	9
Sometimes	30	274 (0.3)	295 (0.3)	287 (0.4)	31	275 (0.3)	294 (0.3)	286 (0.4)	29
Often	39	280 (0.2)	300 (0.2)	293 (0.3)	43	282 (0.2)	301 (0.2)	294 (0.3)	44
Did Not Need Extra Help	12	286 (0.4)	311 (0.4)	307 (0.6)	11	285 (0.5)	307 (0.5)	303 (0.6)	12

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
How Often the Extra Help You Received Helped You to Get Better Grades									
All Students									
Never	9	270 (0.5)	294 (0.5)	285 (0.6)	5	265 (0.7)	288 (0.7)	279 (1.0)	6
Seldom	14	270 (0.4)	292 (0.4)	283 (0.5)	13	272 (0.4)	292 (0.4)	284 (0.5)	12
Sometimes	32	276 (0.2)	298 (0.2)	290 (0.3)	34	278 (0.2)	297 (0.2)	289 (0.3)	32
Often	34	281 (0.2)	302 (0.2)	294 (0.3)	37	282 (0.2)	301 (0.2)	293 (0.3)	38
Did Not Need Extra Help	12	290 (0.4)	314 (0.4)	311 (0.4)	11	288 (0.4)	310 (0.4)	306 (0.5)	12
CTE Students									
Never	9	270 (0.5)	292 (0.6)	284 (0.7)	5	264 (0.8)	287 (0.8)	279 (1.1)	7
Seldom	14	268 (0.4)	291 (0.4)	282 (0.6)	13	271 (0.4)	291 (0.4)	283 (0.6)	13
Sometimes	32	275 (0.3)	296 (0.3)	288 (0.4)	35	277 (0.3)	296 (0.2)	288 (0.3)	30
Often	34	280 (0.2)	300 (0.3)	292 (0.3)	37	281 (0.2)	300 (0.2)	293 (0.3)	38
Did Not Need Extra Help	12	288 (0.4)	312 (0.4)	309 (0.5)	11	286 (0.5)	308 (0.5)	304 (0.6)	12

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites
	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
How Often Extra Help Was Received in Reading									
All Students									
Did Not Need Help	47	288 (0.2)	308 (0.2)	304 (0.2)	45	287 (0.2)	306 (0.2)	302 (0.2)	55
Needed Help, But Didn't Get It	7	264 (0.5)	289 (0.5)	277 (0.7)	7	265 (0.5)	288 (0.5)	276 (0.7)	5
A Few Times a Year	21	274 (0.3)	298 (0.3)	288 (0.4)	21	275 (0.3)	296 (0.3)	287 (0.4)	21
About Once a Month	10	271 (0.4)	293 (0.4)	283 (0.5)	11	274 (0.4)	294 (0.4)	285 (0.5)	9
About Once a Week	8	270 (0.4)	291 (0.5)	281 (0.6)	9	273 (0.4)	291 (0.4)	282 (0.6)	6
A Few Times a Week	6	263 (0.5)	281 (0.6)	272 (0.7)	7	266 (0.5)	282 (0.5)	271 (0.7)	4
CTE Students									
Did Not Need Help	45	286 (0.2)	306 (0.2)	302 (0.3)	44	286 (0.2)	305 (0.2)	300 (0.3)	53
Needed Help, But Didn't Get It	8	263 (0.6)	288 (0.6)	277 (0.8)	7	264 (0.6)	287 (0.6)	276 (0.8)	5
A Few Times a Year	21	273 (0.3)	296 (0.3)	286 (0.4)	21	275 (0.3)	296 (0.3)	286 (0.4)	23
About Once a Month	11	271 (0.5)	292 (0.5)	282 (0.6)	11	274 (0.4)	294 (0.5)	285 (0.6)	10
About Once a Week	8	269 (0.5)	290 (0.5)	279 (0.7)	9	273 (0.5)	291 (0.5)	282 (0.6)	6
A Few Times a Week	7	263 (0.6)	281 (0.6)	271 (0.8)	7	266 (0.6)	282 (0.6)	271 (0.8)	4

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites
	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
How Often Extra Help Was Received in English									
All Students									
Did Not Need Help	31	287 (0.2)	308 (0.2)	304 (0.3)	29	287 (0.2)	306 (0.2)	302 (0.3)	35
Needed Help, But Didn't Get It	7	267 (0.5)	292 (0.5)	282 (0.7)	7	267 (0.5)	290 (0.5)	279 (0.7)	6
A Few Times a Year	24	279 (0.3)	302 (0.3)	294 (0.3)	23	280 (0.3)	300 (0.3)	293 (0.4)	27
About Once a Month	15	276 (0.3)	299 (0.3)	290 (0.4)	16	278 (0.3)	299 (0.3)	290 (0.4)	16
About Once a Week	13	274 (0.3)	295 (0.3)	286 (0.4)	14	276 (0.3)	294 (0.3)	286 (0.4)	10
A Few Times a Week	10	268 (0.4)	286 (0.4)	277 (0.5)	11	270 (0.4)	287 (0.4)	277 (0.5)	6
CTE Students									
Did Not Need Help	30	285 (0.3)	305 (0.3)	301 (0.3)	28	285 (0.3)	304 (0.3)	300 (0.3)	33
Needed Help, But Didn't Get It	8	266 (0.6)	291 (0.6)	281 (0.8)	7	266 (0.6)	289 (0.6)	278 (0.8)	6
A Few Times a Year	24	277 (0.3)	300 (0.3)	292 (0.4)	23	279 (0.3)	300 (0.3)	292 (0.4)	27
About Once a Month	15	275 (0.4)	297 (0.4)	288 (0.5)	16	277 (0.4)	298 (0.4)	289 (0.5)	16
About Once a Week	13	273 (0.4)	294 (0.4)	285 (0.5)	14	276 (0.4)	294 (0.4)	286 (0.5)	10
A Few Times a Week	11	267 (0.5)	285 (0.5)	276 (0.6)	12	271 (0.4)	287 (0.4)	277 (0.6)	7

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites
	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
How Often Extra Help									
Was Received in Mathematics									
All Students									
Did Not Need Help	16	283 (0.3)	309 (0.3)	302 (0.4)	15	282 (0.4)	306 (0.4)	300 (0.5)	14
Needed Help, But Didn't Get It	9	271 (0.5)	291 (0.5)	284 (0.6)	9	272 (0.5)	290 (0.5)	283 (0.6)	7
A Few Times a Year	27	280 (0.3)	302 (0.2)	295 (0.3)	26	281 (0.3)	300 (0.3)	293 (0.3)	29
About Once a Month	15	279 (0.3)	301 (0.3)	293 (0.4)	15	280 (0.3)	300 (0.3)	293 (0.4)	17
About Once a Week	17	279 (0.3)	299 (0.3)	292 (0.4)	17	280 (0.3)	298 (0.3)	291 (0.4)	18
A Few Times a Week	16	274 (0.3)	292 (0.3)	285 (0.4)	17	276 (0.3)	292 (0.3)	285 (0.4)	14
CTE Students									
Did Not Need Help	16	281 (0.4)	307 (0.4)	300 (0.5)	15	280 (0.4)	305 (0.4)	298 (0.5)	14
Needed Help, But Didn't Get It	9	270 (0.6)	290 (0.5)	283 (0.7)	9	271 (0.5)	289 (0.5)	282 (0.7)	8
A Few Times a Year	27	279 (0.3)	300 (0.3)	293 (0.4)	26	280 (0.3)	300 (0.3)	292 (0.4)	31
About Once a Month	15	277 (0.4)	299 (0.4)	290 (0.5)	15	279 (0.4)	299 (0.4)	291 (0.5)	16
About Once a Week	17	277 (0.3)	297 (0.4)	290 (0.4)	17	279 (0.3)	297 (0.3)	290 (0.4)	17
A Few Times a Week	16	273 (0.4)	290 (0.4)	283 (0.5)	17	275 (0.3)	291 (0.3)	284 (0.5)	15

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites
	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
How Often Extra Help Was Received in Science									
All Students									
Did Not Need Help	25	283 (0.3)	306 (0.3)	301 (0.3)	24	283 (0.3)	303 (0.3)	298 (0.4)	25
Needed Help, But Didn't Get It	9	270 (0.5)	293 (0.5)	283 (0.6)	8	270 (0.5)	291 (0.5)	280 (0.7)	7
A Few Times a Year	25	280 (0.3)	302 (0.3)	294 (0.3)	24	280 (0.3)	300 (0.3)	292 (0.3)	29
About Once a Month	16	278 (0.3)	301 (0.3)	293 (0.4)	16	280 (0.3)	300 (0.3)	292 (0.4)	18
About Once a Week	15	277 (0.3)	297 (0.3)	290 (0.4)	16	279 (0.3)	297 (0.3)	290 (0.4)	13
A Few Times a Week	11	272 (0.4)	290 (0.4)	283 (0.5)	11	274 (0.4)	291 (0.4)	283 (0.5)	8
CTE Students									
Did Not Need Help	25	281 (0.3)	304 (0.3)	299 (0.4)	24	282 (0.3)	302 (0.3)	297 (0.4)	23
Needed Help, But Didn't Get It	9	269 (0.6)	292 (0.6)	282 (0.7)	8	269 (0.6)	290 (0.5)	279 (0.7)	8
A Few Times a Year	25	278 (0.3)	300 (0.3)	292 (0.4)	24	279 (0.3)	299 (0.3)	291 (0.4)	30
About Once a Month	16	276 (0.4)	298 (0.4)	290 (0.5)	16	279 (0.4)	299 (0.4)	291 (0.5)	18
About Once a Week	15	276 (0.4)	296 (0.4)	288 (0.5)	16	278 (0.4)	296 (0.4)	289 (0.5)	13
A Few Times a Week	11	271 (0.5)	289 (0.5)	281 (0.6)	12	274 (0.4)	291 (0.4)	282 (0.6)	9

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites
	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
How Often Extra Help									
Was Received from Another Student									
All Students									
Did Not Need Help	21	280 (0.3)	303 (0.3)	297 (0.4)	20	280 (0.3)	301 (0.3)	295 (0.4)	18
Needed Help, But Didn't Get It	6	263 (0.6)	286 (0.6)	276 (0.8)	6	265 (0.6)	286 (0.6)	275 (0.8)	4
A Few Times a Year	23	278 (0.3)	300 (0.3)	292 (0.3)	22	278 (0.3)	299 (0.3)	291 (0.4)	23
About Once a Month	16	279 (0.3)	301 (0.3)	294 (0.4)	17	280 (0.3)	300 (0.3)	293 (0.4)	19
About Once a Week	18	281 (0.3)	302 (0.3)	295 (0.4)	19	281 (0.3)	300 (0.3)	293 (0.4)	19
A Few Times a Week	17	279 (0.3)	298 (0.3)	291 (0.4)	16	279 (0.3)	297 (0.3)	290 (0.4)	17
CTE Students									
Did Not Need Help	21	278 (0.3)	301 (0.3)	295 (0.4)	20	279 (0.3)	300 (0.3)	294 (0.5)	17
Needed Help, But Didn't Get It	6	263 (0.7)	285 (0.7)	276 (0.9)	6	265 (0.7)	285 (0.7)	275 (0.9)	5
A Few Times a Year	23	276 (0.3)	298 (0.3)	290 (0.4)	22	277 (0.3)	298 (0.3)	290 (0.4)	23
About Once a Month	16	277 (0.4)	299 (0.4)	291 (0.5)	16	279 (0.4)	299 (0.4)	292 (0.5)	19
About Once a Week	17	279 (0.4)	300 (0.3)	292 (0.5)	19	280 (0.3)	298 (0.3)	292 (0.4)	18
A Few Times a Week	17	277 (0.4)	296 (0.4)	289 (0.5)	16	278 (0.4)	296 (0.4)	289 (0.5)	17

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Have Received Computer-Assisted Instruction in Mathematics	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Yes	27	275 (0.3)	296 (0.3)	289 (0.3)					25
No	73	280 (0.1)	301 (0.1)	294 (0.2)					75
CTE Students									
Yes	28	273 (0.3)	294 (0.3)	287 (0.4)					25
No	72	278 (0.2)	299 (0.2)	292 (0.2)					75
If Computer-Assisted Instruction Was Received in Mathematics, How Often Was it Connected to What Was Being Learned									
All Students									
Never	39	277 (0.2)	298 (0.2)	291 (0.3)					37
Seldom	11	269 (0.4)	291 (0.4)	282 (0.5)					10
Sometimes	17	267 (0.4)	289 (0.3)	279 (0.4)					14
Often	12	277 (0.4)	297 (0.4)	290 (0.5)					12
Did Not Need Extra Help	21	292 (0.3)	315 (0.3)	311 (0.3)					27
CTE Students									
Never	39	276 (0.2)	297 (0.2)	289 (0.3)					38
Seldom	11	267 (0.5)	290 (0.5)	281 (0.6)					10
Sometimes	17	266 (0.4)	288 (0.4)	278 (0.5)					15
Often	12	275 (0.5)	295 (0.5)	288 (0.6)					11
Did Not Need Extra Help	20	290 (0.3)	312 (0.3)	309 (0.4)					26

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Could Get Extra Help From Teachers When Needed without Much Difficulty									
All Students									
Never	4	263 (0.8)	286 (0.8)	276 (1.0)	4	265 (0.8)	286 (0.8)	276 (1.1)	3
Seldom	16	272 (0.3)	295 (0.3)	287 (0.4)	15	272 (0.4)	294 (0.4)	285 (0.5)	14
Sometimes	42	278 (0.2)	300 (0.2)	292 (0.3)	41	279 (0.2)	298 (0.2)	291 (0.3)	40
Often	38	283 (0.2)	303 (0.2)	297 (0.3)	40	283 (0.2)	302 (0.2)	295 (0.3)	42
CTE Students									
Never	4	262 (0.9)	284 (0.9)	275 (1.2)	4	264 (0.9)	286 (0.9)	276 (1.3)	3
Seldom	16	271 (0.4)	294 (0.4)	286 (0.5)	15	272 (0.4)	293 (0.4)	284 (0.5)	15
Sometimes	42	276 (0.2)	298 (0.2)	290 (0.3)	42	278 (0.2)	297 (0.2)	290 (0.3)	43
Often	38	281 (0.2)	301 (0.2)	294 (0.3)	39	282 (0.2)	300 (0.2)	294 (0.3)	39

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 28 (continued)

Student Achievement and Extra Help

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Attended Summer School to Complete Requirements for a Particular Course									
All Students									
Yes	19	269 (0.3)	288 (0.3)	280 (0.4)	19	270 (0.3)	288 (0.3)	279 (0.4)	17
No, but Would Have Helped Fulfill Requirements	10	264 (0.4)	286 (0.4)	275 (0.6)	11	266 (0.4)	286 (0.4)	275 (0.6)	7
Did Not Need Summer School	71	283 (0.1)	305 (0.1)	299 (0.2)	70	283 (0.2)	303 (0.1)	297 (0.2)	76
CTE Students									
Yes	20	268 (0.3)	287 (0.3)	279 (0.4)	20	269 (0.3)	287 (0.3)	278 (0.5)	19
No, but Would Have Helped Fulfill Requirements	11	263 (0.5)	285 (0.5)	274 (0.7)	11	266 (0.5)	286 (0.5)	275 (0.7)	8
Did Not Need Summer School	70	281 (0.2)	303 (0.2)	296 (0.2)	70	282 (0.2)	302 (0.2)	296 (0.2)	72
Attended a Form of Credit Recovery Other Than Summer School									
All Students									
Yes	13	265 (0.4)	286 (0.4)	277 (0.5)					12
No	87	280 (0.1)	302 (0.1)	295 (0.2)					88
CTE Students									
Yes	13	264 (0.5)	286 (0.5)	276 (0.6)					15
No	87	279 (0.2)	300 (0.2)	293 (0.2)					85

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

GUIDING AND SUPPORTING STUDENTS

Table 29

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
 Your School Category: A
 Group: All Students

Reading Goal: 279
 Mathematics Goal: 297
 Science Goal: 299

		2004 Site			2002 Site			2004	
		Reading	Math	Science				High-Scoring Sites	
		Mean	Mean	Mean				in Your Category	
		%			%			%	
I Usually Expect to Do Well in School									
All Students									
Never	2	251 (1.3)	277 (1.3)	265 (1.7)	2	254 (1.1)	275 (1.3)	264 (1.6)	1
Seldom	7	263 (0.6)	287 (0.6)	277 (0.7)	7	263 (0.5)	285 (0.5)	275 (0.7)	4
Sometimes	31	273 (0.2)	295 (0.2)	288 (0.3)	32	273 (0.2)	294 (0.2)	286 (0.3)	26
Often	61	283 (0.2)	304 (0.2)	297 (0.2)	58	285 (0.2)	304 (0.2)	297 (0.2)	68
CTE Students									
Never	2	250 (1.6)	277 (1.6)	264 (2.1)	2	254 (1.3)	274 (1.5)	263 (1.9)	1
Seldom	7	262 (0.7)	286 (0.7)	277 (0.9)	7	263 (0.6)	285 (0.6)	275 (0.8)	5
Sometimes	32	272 (0.3)	294 (0.3)	287 (0.4)	33	273 (0.3)	293 (0.3)	286 (0.3)	27
Often	60	282 (0.2)	302 (0.2)	295 (0.2)	58	284 (0.2)	302 (0.2)	295 (0.2)	67
I Failed to Complete or Turn in My Assignments									
All Students									
Never	26	281 (0.3)	303 (0.3)	294 (0.3)	26	281 (0.3)	300 (0.3)	291 (0.3)	26
Seldom	42	281 (0.2)	303 (0.2)	296 (0.2)	42	282 (0.2)	301 (0.2)	295 (0.3)	45
Sometimes	27	272 (0.3)	294 (0.3)	287 (0.3)	27	274 (0.3)	293 (0.3)	286 (0.4)	25
Often	5	271 (0.7)	294 (0.7)	289 (0.9)	5	270 (0.7)	292 (0.7)	286 (1.0)	4
CTE Students									
Never	25	279 (0.3)	300 (0.3)	291 (0.4)	26	280 (0.3)	299 (0.3)	290 (0.4)	28
Seldom	42	279 (0.2)	301 (0.2)	294 (0.3)	43	281 (0.2)	300 (0.2)	294 (0.3)	43
Sometimes	28	271 (0.3)	293 (0.3)	285 (0.4)	27	273 (0.3)	293 (0.3)	286 (0.4)	24
Often	5	269 (0.8)	292 (0.8)	286 (1.0)	5	270 (0.8)	291 (0.8)	286 (1.1)	5

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site			2002 Site			2004		
		<u>Reading</u>	<u>Math</u>	<u>Science</u>			<u>Reading</u>	<u>Math</u>	<u>Science</u>	High-Scoring Sites
		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>			<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
		<u>%</u>			<u>%</u>					<u>%</u>
Who Helped Me Most to Develop a Four-Year Education Plan										
All Students										
Guidance Counselor	34	281 (0.2)	302 (0.2)	295 (0.3)						36
Teacher/Advisor	13	272 (0.4)	294 (0.4)	286 (0.5)						10
Parents (Step-Parents or Guardians) or Other Relatives	29	278 (0.2)	300 (0.2)	292 (0.3)						30
Friends	8	271 (0.5)	295 (0.5)	286 (0.6)						8
No One Helped Me	16	281 (0.3)	303 (0.3)	298 (0.4)						15
CTE Students										
Guidance Counselor	34	280 (0.2)	300 (0.2)	293 (0.3)						37
Teacher/Advisor	13	272 (0.5)	293 (0.5)	284 (0.6)						11
Parents (Step-Parents or Guardians) or Other Relatives	29	276 (0.3)	298 (0.3)	290 (0.4)						29
Friends	8	269 (0.6)	293 (0.6)	284 (0.7)						7
No One Helped Me	16	279 (0.4)	301 (0.4)	296 (0.5)						16

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

How Often I Talked About My Four-Year High School Plan With Parents, Step-Parents, Other Adults	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Not at All	10	269 (0.4)	291 (0.5)	284 (0.6)	11	271 (0.4)	291 (0.5)	283 (0.6)	6
Once or Twice Overall	13	273 (0.4)	295 (0.4)	287 (0.5)	15	274 (0.4)	294 (0.4)	286 (0.5)	12
About Once a Year	13	274 (0.4)	297 (0.4)	289 (0.5)	13	276 (0.4)	297 (0.4)	289 (0.5)	13
Once a Semester	17	278 (0.3)	300 (0.3)	293 (0.4)	17	279 (0.3)	299 (0.3)	292 (0.4)	16
Several Times a Semester	47	283 (0.2)	304 (0.2)	297 (0.2)	45	284 (0.2)	302 (0.2)	296 (0.2)	53
CTE Students									
Not at All	10	268 (0.5)	290 (0.5)	282 (0.7)	11	270 (0.5)	290 (0.5)	282 (0.7)	7
Once or Twice Overall	14	272 (0.4)	293 (0.4)	286 (0.6)	15	274 (0.4)	293 (0.4)	285 (0.5)	11
About Once a Year	13	272 (0.5)	295 (0.5)	287 (0.6)	13	275 (0.4)	296 (0.4)	288 (0.6)	11
Once a Semester	17	277 (0.4)	298 (0.4)	291 (0.5)	17	278 (0.4)	298 (0.4)	290 (0.5)	17
Several Times a Semester	46	281 (0.2)	302 (0.2)	295 (0.3)	44	283 (0.2)	301 (0.2)	294 (0.3)	54

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

How Often I Talked About My Four-Year High School Plan With A Guidance Counselor	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Not at All	13	270 (0.4)	292 (0.4)	285 (0.5)	13	272 (0.4)	291 (0.4)	284 (0.5)	10
Once or Twice Overall	18	275 (0.3)	297 (0.3)	290 (0.4)	18	277 (0.3)	296 (0.3)	289 (0.4)	17
About Once a Year	20	278 (0.3)	301 (0.3)	294 (0.4)	20	279 (0.3)	299 (0.3)	292 (0.4)	20
Once a Semester	28	282 (0.2)	303 (0.2)	296 (0.3)	28	282 (0.2)	301 (0.2)	294 (0.3)	31
Several Times a Semester	20	282 (0.3)	304 (0.3)	295 (0.3)	21	282 (0.3)	301 (0.3)	293 (0.4)	23
CTE Students									
Not at All	14	269 (0.4)	290 (0.4)	283 (0.6)	14	271 (0.4)	291 (0.4)	283 (0.6)	9
Once or Twice Overall	18	274 (0.4)	295 (0.4)	288 (0.5)	18	276 (0.4)	295 (0.4)	289 (0.5)	15
About Once a Year	20	276 (0.4)	298 (0.4)	292 (0.5)	20	278 (0.4)	298 (0.3)	290 (0.5)	20
Once a Semester	28	280 (0.3)	301 (0.3)	293 (0.4)	28	281 (0.3)	300 (0.3)	293 (0.3)	32
Several Times a Semester	20	281 (0.3)	302 (0.3)	293 (0.4)	21	281 (0.3)	300 (0.3)	292 (0.4)	24

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

How Often I Talked About My Four-Year High School Plan With Teachers	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Not at All	19	276 (0.3)	297 (0.3)	291 (0.4)	20	277 (0.3)	296 (0.3)	290 (0.4)	17
Once or Twice Overall	20	278 (0.3)	299 (0.3)	293 (0.4)	20	278 (0.3)	298 (0.3)	291 (0.4)	20
About Once a Year	19	277 (0.3)	300 (0.3)	293 (0.4)	19	279 (0.3)	299 (0.3)	292 (0.4)	18
Once a Semester	24	280 (0.3)	302 (0.3)	295 (0.3)	22	281 (0.3)	300 (0.3)	293 (0.4)	24
Several Times a Semester	18	280 (0.3)	301 (0.3)	293 (0.4)	19	280 (0.3)	299 (0.3)	291 (0.4)	21
CTE Students									
Not at All	19	274 (0.3)	295 (0.4)	289 (0.5)	20	276 (0.3)	295 (0.3)	289 (0.4)	16
Once or Twice Overall	20	276 (0.3)	297 (0.4)	291 (0.4)	20	277 (0.4)	296 (0.3)	289 (0.5)	19
About Once a Year	19	275 (0.4)	298 (0.4)	290 (0.5)	19	278 (0.4)	298 (0.3)	291 (0.5)	19
Once a Semester	24	279 (0.3)	300 (0.3)	292 (0.4)	23	280 (0.3)	299 (0.3)	292 (0.4)	26
Several Times a Semester	18	278 (0.3)	299 (0.4)	291 (0.5)	19	280 (0.3)	299 (0.3)	290 (0.4)	20

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
Participated in Parent-Teacher- Student Conferences to Plan My High School Program of Study									
All Students									
Not at All	47	282 (0.2)	303 (0.2)	297 (0.2)	49	282 (0.2)	302 (0.2)	295 (0.2)	46
Once or Twice Overall	22	279 (0.3)	301 (0.3)	294 (0.4)	21	280 (0.3)	300 (0.3)	293 (0.4)	22
About Once a Year	16	275 (0.3)	297 (0.3)	289 (0.4)	16	275 (0.4)	296 (0.4)	287 (0.5)	19
Once a Semester	11	271 (0.4)	294 (0.4)	284 (0.5)	10	272 (0.5)	292 (0.4)	282 (0.6)	9
Several Times a Semester	4	263 (0.7)	286 (0.7)	275 (0.9)	4	263 (0.7)	283 (0.8)	273 (1.0)	4
CTE Students									
Not at All	46	280 (0.2)	301 (0.2)	295 (0.3)	48	281 (0.2)	300 (0.2)	294 (0.3)	46
Once or Twice Overall	22	278 (0.3)	299 (0.3)	292 (0.4)	22	279 (0.3)	299 (0.3)	292 (0.4)	23
About Once a Year	17	273 (0.4)	295 (0.4)	287 (0.5)	16	275 (0.4)	295 (0.4)	287 (0.5)	19
Once a Semester	11	270 (0.5)	292 (0.5)	282 (0.6)	10	271 (0.5)	291 (0.5)	282 (0.7)	9
Several Times a Semester	4	263 (0.8)	286 (0.9)	275 (1.1)	4	264 (0.8)	283 (0.9)	273 (1.2)	4

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

Teacher or Counselor Reviewed With Me the Sequence of Courses I Planned to Take in High School	<u>%</u>	2004 Site		<u>Science Mean</u>	<u>%</u>	2002 Site		<u>Science Mean</u>	2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>			<u>Reading Mean</u>	<u>Math Mean</u>		
All Students									
Not at All	13	274 (0.4)	296 (0.4)	290 (0.5)	14	273 (0.4)	294 (0.4)	286 (0.5)	11
Once or Twice Overall	22	278 (0.3)	300 (0.3)	293 (0.4)	22	279 (0.3)	299 (0.3)	292 (0.4)	20
About Once a Year	30	282 (0.2)	304 (0.2)	297 (0.3)	28	282 (0.3)	302 (0.2)	296 (0.3)	32
Once a Semester	24	279 (0.3)	300 (0.3)	292 (0.3)	24	280 (0.3)	299 (0.3)	292 (0.3)	26
Several Times a Semester	11	274 (0.4)	294 (0.4)	285 (0.5)	11	275 (0.4)	292 (0.4)	283 (0.5)	11
CTE Students									
Not at All	13	272 (0.4)	294 (0.4)	287 (0.6)	14	273 (0.4)	293 (0.4)	286 (0.6)	10
Once or Twice Overall	22	277 (0.3)	298 (0.3)	291 (0.4)	22	278 (0.3)	298 (0.3)	291 (0.4)	18
About Once a Year	29	280 (0.3)	302 (0.3)	295 (0.4)	28	281 (0.3)	301 (0.3)	294 (0.4)	34
Once a Semester	24	277 (0.3)	298 (0.3)	290 (0.4)	24	280 (0.3)	298 (0.3)	291 (0.4)	28
Several Times a Semester	11	273 (0.4)	293 (0.5)	284 (0.6)	11	274 (0.4)	292 (0.5)	282 (0.6)	11

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

2004 Site					2002 Site					2004
Reading					Math					High-Scoring Sites
Mean					Mean					in Your Category
%					%					%
An Adult Mentor or Advisor Worked With Me All Four Years of High School										
All Students										
Yes	37	276 (0.2)	298 (0.2)	290 (0.3)	38	276 (0.2)	296 (0.2)	287 (0.3)	38	
No	63	280 (0.2)	301 (0.2)	295 (0.2)	62	281 (0.2)	300 (0.2)	294 (0.2)	62	
CTE Students										
Yes	38	275 (0.3)	296 (0.3)	288 (0.3)	39	276 (0.2)	295 (0.3)	287 (0.3)	38	
No	62	278 (0.2)	299 (0.2)	292 (0.2)	61	280 (0.2)	299 (0.2)	292 (0.2)	62	
This Mentor/Advisor Worked With Me to Develop Course Choices for High School and Reviewed Selections Each Year										
All Students										
Yes	55	275 (0.2)	297 (0.2)	288 (0.3)	57	275 (0.2)	295 (0.2)	286 (0.3)	60	
No	45	272 (0.3)	293 (0.3)	286 (0.3)	43	273 (0.3)	291 (0.3)	283 (0.4)	40	
CTE Students										
Yes	55	274 (0.3)	295 (0.3)	287 (0.3)	57	275 (0.3)	294 (0.3)	286 (0.3)	60	
No	45	271 (0.3)	292 (0.3)	284 (0.4)	43	272 (0.3)	291 (0.3)	283 (0.4)	40	

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement
The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Someone in Family Asked About School Work	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Never	10	273 (0.4)	295 (0.4)	288 (0.6)	9	273 (0.5)	293 (0.5)	284 (0.6)	8
A Few Times a Year	10	276 (0.4)	298 (0.4)	291 (0.5)	9	276 (0.5)	296 (0.5)	288 (0.6)	8
About Once a Month	11	277 (0.4)	299 (0.4)	292 (0.5)	11	279 (0.4)	299 (0.4)	291 (0.6)	10
About Once a Week	22	279 (0.3)	300 (0.3)	293 (0.3)	23	280 (0.3)	299 (0.3)	292 (0.4)	22
A Few Times a Week	47	280 (0.2)	301 (0.2)	294 (0.2)	48	280 (0.2)	299 (0.2)	293 (0.2)	52
CTE Students									
Never	10	272 (0.5)	294 (0.5)	286 (0.7)	9	273 (0.5)	293 (0.5)	285 (0.7)	8
A Few Times a Year	10	275 (0.5)	297 (0.5)	289 (0.7)	9	275 (0.5)	295 (0.5)	287 (0.7)	8
About Once a Month	11	275 (0.5)	297 (0.5)	290 (0.6)	11	279 (0.5)	298 (0.5)	290 (0.6)	9
About Once a Week	22	278 (0.3)	299 (0.3)	291 (0.4)	23	279 (0.3)	298 (0.3)	290 (0.4)	21
A Few Times a Week	47	278 (0.2)	299 (0.2)	292 (0.3)	48	279 (0.2)	298 (0.2)	292 (0.3)	54

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement
The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

										2004 High-Scoring Sites in Your Category
		2004 Site					2002 Site			
I Was Encouraged by Counselors or Teachers to Take More Challenging Mathematics Courses	%	Reading Mean	Math Mean	Science Mean	%	Reading Mean	Math Mean	Science Mean	%	
All Students										
Never	38	278 (0.2)	298 (0.2)	292 (0.3)	38	279 (0.2)	298 (0.2)	292 (0.3)	38	
Seldom	23	278 (0.3)	299 (0.3)	292 (0.3)	24	278 (0.3)	298 (0.3)	290 (0.4)	23	
Sometimes	25	277 (0.3)	301 (0.3)	292 (0.3)	25	278 (0.3)	299 (0.3)	290 (0.4)	24	
Often	13	282 (0.4)	305 (0.4)	296 (0.5)	14	280 (0.4)	301 (0.4)	292 (0.5)	14	
CTE Students										
Never	38	276 (0.2)	295 (0.2)	290 (0.3)	37	278 (0.2)	296 (0.2)	290 (0.3)	36	
Seldom	23	276 (0.3)	298 (0.3)	291 (0.4)	24	278 (0.3)	297 (0.3)	290 (0.4)	23	
Sometimes	26	276 (0.3)	299 (0.3)	290 (0.4)	26	277 (0.3)	298 (0.3)	290 (0.4)	26	
Often	13	279 (0.4)	303 (0.4)	293 (0.6)	14	279 (0.4)	300 (0.4)	291 (0.5)	15	
I Was Encouraged by Counselors or Teachers to Take More Challenging Science Courses										
All Students										
Never	43	278 (0.2)	298 (0.2)	291 (0.2)	42	279 (0.2)	297 (0.2)	290 (0.3)	41	
Seldom	24	278 (0.3)	301 (0.2)	293 (0.3)	25	280 (0.3)	299 (0.3)	292 (0.3)	23	
Sometimes	22	278 (0.3)	300 (0.3)	293 (0.4)	22	278 (0.3)	298 (0.3)	291 (0.4)	23	
Often	10	282 (0.4)	304 (0.4)	297 (0.5)	10	281 (0.4)	300 (0.4)	293 (0.6)	12	
CTE Students										
Never	43	276 (0.2)	296 (0.2)	289 (0.3)	42	277 (0.2)	296 (0.2)	289 (0.3)	39	
Seldom	25	277 (0.3)	299 (0.3)	292 (0.4)	25	279 (0.3)	299 (0.3)	291 (0.4)	24	
Sometimes	22	276 (0.4)	298 (0.3)	291 (0.4)	22	277 (0.3)	297 (0.3)	290 (0.4)	25	
Often	10	279 (0.5)	302 (0.5)	294 (0.7)	10	280 (0.5)	300 (0.5)	293 (0.6)	13	

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

When Most Help in Planning High School Program Was Received	<u>%</u>	2004 Site		<u>Science Mean</u>	<u>%</u>	2002 Site		<u>Science Mean</u>	2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>			<u>Reading Mean</u>	<u>Math Mean</u>		
All Students									
Before Grade 9	24	282 (0.3)	303 (0.3)	297 (0.3)	28	282 (0.2)	301 (0.2)	294 (0.3)	22
Grade 9	25	280 (0.3)	301 (0.3)	294 (0.3)	25	280 (0.3)	299 (0.3)	292 (0.3)	26
Grade 10	17	275 (0.3)	298 (0.3)	289 (0.4)	17	276 (0.3)	296 (0.3)	288 (0.4)	16
Grade 11	22	276 (0.3)	298 (0.3)	289 (0.3)	20	277 (0.3)	296 (0.3)	288 (0.4)	25
Never Assisted	12	277 (0.4)	300 (0.4)	295 (0.5)	10	278 (0.4)	299 (0.4)	293 (0.6)	11
CTE Students									
Before Grade 9	24	279 (0.3)	301 (0.3)	294 (0.4)	27	280 (0.3)	300 (0.3)	293 (0.4)	22
Grade 9	25	278 (0.3)	299 (0.3)	292 (0.4)	26	279 (0.3)	298 (0.3)	291 (0.4)	26
Grade 10	18	274 (0.4)	296 (0.4)	288 (0.5)	17	276 (0.4)	295 (0.4)	287 (0.5)	17
Grade 11	22	275 (0.3)	296 (0.3)	287 (0.4)	20	277 (0.3)	295 (0.3)	287 (0.4)	23
Never Assisted	11	276 (0.5)	298 (0.5)	293 (0.6)	10	276 (0.5)	297 (0.5)	292 (0.7)	11
Teacher or Counselor Talked Individually About Career Plans or Further Education									
All Students									
Yes	79	280 (0.1)	302 (0.1)	295 (0.2)	81	281 (0.1)	300 (0.1)	293 (0.2)	84
No	21	271 (0.3)	293 (0.3)	285 (0.4)	19	272 (0.3)	292 (0.3)	284 (0.5)	16
CTE Students									
Yes	79	279 (0.2)	300 (0.2)	293 (0.2)	81	280 (0.2)	299 (0.2)	292 (0.2)	83
No	21	269 (0.4)	291 (0.4)	283 (0.5)	19	272 (0.4)	292 (0.4)	284 (0.5)	17

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Satisfaction With High School Course Selection Help									
All Students									
Not at All Satisfied	11	274 (0.4)	297 (0.4)	290 (0.5)	12	275 (0.4)	296 (0.4)	290 (0.6)	10
Somewhat Satisfied	53	277 (0.2)	299 (0.2)	291 (0.2)	53	278 (0.2)	297 (0.2)	290 (0.2)	51
Very Satisfied	36	281 (0.2)	303 (0.2)	296 (0.3)	35	282 (0.2)	302 (0.2)	294 (0.3)	39
CTE Students									
Not at All Satisfied	11	272 (0.5)	295 (0.5)	288 (0.6)	12	274 (0.5)	295 (0.5)	289 (0.6)	10
Somewhat Satisfied	52	276 (0.2)	297 (0.2)	289 (0.3)	53	277 (0.2)	296 (0.2)	289 (0.3)	53
Very Satisfied	36	279 (0.3)	301 (0.3)	293 (0.3)	35	281 (0.2)	300 (0.2)	293 (0.3)	38

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

Group: All Students		2004 Site				2002 Site				2004 High-Scoring Sites in Your Category
		Reading Mean	Math Mean	Science Mean		Reading Mean	Math Mean	Science Mean	%	
Received Information and Counseling About Continuing My Education		%			%					
All Students										
Yes	71	278 (0.2)	299 (0.2)	291 (0.2)	74	280 (0.2)	298 (0.2)	291 (0.2)	78	
No	29	269 (0.3)	291 (0.3)	283 (0.4)	26	272 (0.3)	292 (0.3)	284 (0.5)	22	
CTE Students										
Yes	71	279 (0.2)	299 (0.2)	292 (0.3)	74	280 (0.2)	299 (0.2)	292 (0.2)	78	
No	29	270 (0.3)	292 (0.3)	284 (0.4)	26	272 (0.4)	292 (0.4)	285 (0.5)	22	
<u>Student Views Toward School</u>										
I Tried to Do My Best Work in School										
All Students										
Never	2	261 (1.2)	288 (1.2)	277 (1.6)	2	258 (1.3)	283 (1.3)	272 (1.7)	1	
Seldom	10	270 (0.5)	297 (0.5)	289 (0.6)	9	270 (0.5)	293 (0.5)	285 (0.7)	8	
Sometimes	34	276 (0.2)	299 (0.2)	292 (0.3)	34	277 (0.2)	298 (0.2)	291 (0.3)	35	
Often	54	282 (0.2)	302 (0.2)	294 (0.2)	54	282 (0.2)	300 (0.2)	293 (0.2)	56	
CTE Students										
Never	2	259 (1.4)	286 (1.5)	275 (1.9)	2	256 (1.5)	281 (1.5)	270 (1.9)	2	
Seldom	10	269 (0.6)	295 (0.5)	288 (0.7)	9	269 (0.6)	293 (0.6)	285 (0.8)	8	
Sometimes	34	274 (0.3)	297 (0.3)	290 (0.3)	34	276 (0.3)	297 (0.2)	290 (0.3)	34	
Often	54	280 (0.2)	299 (0.2)	292 (0.3)	55	281 (0.2)	299 (0.2)	292 (0.2)	56	

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement
The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

	<u>%</u>	2004 Site		<u>%</u>	2002 Site		<u>%</u>	2004 High-Scoring Sites in Your Category
		<u>Reading Mean</u>	<u>Math Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>		
I Found School Work Too Hard to Understand								
All Students								
Never	19	284 (0.3)	308 (0.3)	18	284 (0.3)	306 (0.3)	300 (0.4)	20
Seldom	46	283 (0.2)	305 (0.2)	45	284 (0.2)	303 (0.2)	297 (0.2)	52
Sometimes	31	271 (0.2)	290 (0.2)	32	272 (0.2)	290 (0.2)	281 (0.3)	24
Often	4	258 (0.7)	281 (0.7)	5	261 (0.6)	280 (0.7)	269 (0.9)	3
CTE Students								
Never	19	282 (0.4)	306 (0.4)	18	282 (0.4)	304 (0.4)	298 (0.5)	20
Seldom	46	281 (0.2)	303 (0.2)	45	283 (0.2)	302 (0.2)	296 (0.3)	52
Sometimes	31	269 (0.3)	289 (0.3)	33	271 (0.3)	289 (0.3)	280 (0.3)	24
Often	5	257 (0.8)	280 (0.8)	5	262 (0.7)	280 (0.7)	269 (1.0)	3
I Have Been Sent to the Office or Had Detention Because of Misbehavior								
All Students								
Never	61	283 (0.2)	304 (0.2)	60	284 (0.2)	302 (0.2)	296 (0.2)	70
Seldom	25	275 (0.3)	298 (0.3)	26	277 (0.3)	297 (0.3)	290 (0.3)	21
Sometimes	11	262 (0.5)	286 (0.4)	11	264 (0.5)	286 (0.5)	275 (0.6)	7
Often	3	259 (0.8)	284 (0.8)	3	260 (0.9)	282 (0.9)	271 (1.2)	2
CTE Students								
Never	60	282 (0.2)	302 (0.2)	59	283 (0.2)	301 (0.2)	294 (0.2)	70
Seldom	26	274 (0.3)	296 (0.3)	27	276 (0.3)	296 (0.3)	289 (0.4)	20
Sometimes	11	262 (0.5)	286 (0.5)	11	264 (0.5)	287 (0.5)	275 (0.7)	7
Often	3	258 (1.0)	283 (1.0)	3	260 (1.0)	283 (0.9)	271 (1.3)	2

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Group: All Students		Science Goal: 299				2004 High-Scoring Sites in Your Category			
<u>Personal Importance Given To:</u>	<u>%</u>	2004 Site		<u>Science Mean</u>	<u>%</u>	2002 Site		<u>Science Mean</u>	<u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>			<u>Reading Mean</u>	<u>Math Mean</u>		
Studying Hard to Get Good Grades									
All Students									
Not at All Important	5	265 (0.7)	291 (0.8)	282 (1.0)	5	264 (0.8)	288 (0.8)	280 (1.0)	4
Somewhat Important	26	277 (0.3)	301 (0.3)	295 (0.4)	26	277 (0.3)	298 (0.3)	292 (0.4)	23
Very Important	69	280 (0.1)	300 (0.1)	293 (0.2)	69	281 (0.1)	299 (0.2)	292 (0.2)	73
CTE Students									
Not at All Important	5	264 (0.9)	290 (0.9)	280 (1.1)	5	264 (0.9)	287 (0.9)	279 (1.1)	4
Somewhat Important	26	275 (0.3)	299 (0.3)	293 (0.4)	26	276 (0.3)	297 (0.3)	291 (0.4)	23
Very Important	68	278 (0.2)	298 (0.2)	291 (0.2)	69	280 (0.2)	298 (0.2)	291 (0.2)	74
Participating Actively in Class									
All Students									
Not at All Important	6	264 (0.7)	289 (0.7)	279 (0.9)	7	267 (0.6)	289 (0.6)	280 (0.9)	5
Somewhat Important	37	277 (0.2)	299 (0.2)	293 (0.3)	38	278 (0.2)	298 (0.2)	291 (0.3)	35
Very Important	58	280 (0.2)	302 (0.2)	294 (0.2)	56	281 (0.2)	300 (0.2)	293 (0.2)	60
CTE Students									
Not at All Important	6	263 (0.8)	287 (0.8)	277 (1.0)	7	266 (0.7)	288 (0.7)	279 (1.0)	5
Somewhat Important	37	276 (0.3)	297 (0.3)	290 (0.3)	38	277 (0.2)	297 (0.2)	290 (0.3)	35
Very Important	58	279 (0.2)	300 (0.2)	292 (0.2)	56	280 (0.2)	299 (0.2)	292 (0.3)	60

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site			2002 Site			2004 High-Scoring Sites in Your Category	
<u>Personal Importance Given To:</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Graduating from High School									
All Students									
Not at All Important	3	251 (1.0)	278 (1.0)	264 (1.2)	3	254 (1.0)	279 (1.0)	265 (1.3)	2
Somewhat Important	6	256 (0.6)	284 (0.6)	272 (0.8)	9	261 (0.5)	284 (0.5)	273 (0.7)	4
Very Important	91	281 (0.1)	302 (0.1)	295 (0.2)	88	282 (0.1)	301 (0.1)	294 (0.2)	94
CTE Students									
Not at All Important	3	250 (1.2)	277 (1.1)	264 (1.5)	3	253 (1.1)	279 (1.1)	265 (1.5)	2
Somewhat Important	7	256 (0.7)	283 (0.8)	270 (1.0)	9	260 (0.6)	284 (0.6)	273 (0.8)	4
Very Important	90	279 (0.2)	300 (0.2)	293 (0.2)	88	281 (0.1)	300 (0.2)	293 (0.2)	94
Attending All Classes									
All Students									
Not at All Important	4	256 (0.9)	282 (0.9)	270 (1.2)	4	259 (0.8)	284 (0.8)	272 (1.1)	3
Somewhat Important	17	272 (0.4)	297 (0.4)	289 (0.5)	19	274 (0.3)	296 (0.3)	288 (0.5)	16
Very Important	80	281 (0.1)	301 (0.1)	295 (0.2)	77	282 (0.1)	300 (0.1)	293 (0.2)	81
CTE Students									
Not at All Important	4	255 (1.0)	281 (1.1)	269 (1.4)	4	258 (1.0)	282 (1.0)	270 (1.3)	3
Somewhat Important	17	270 (0.4)	295 (0.4)	287 (0.5)	19	273 (0.4)	295 (0.4)	287 (0.5)	17
Very Important	79	279 (0.2)	299 (0.2)	293 (0.2)	77	281 (0.2)	299 (0.2)	292 (0.2)	80

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004	
<u>Personal Importance Given To:</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category</u>
									<u>%</u>
Being Recognized for Academic Success									
All Students									
Not at All Important	10	271 (0.5)	295 (0.5)	289 (0.6)	10	271 (0.5)	292 (0.5)	287 (0.7)	8
Somewhat Important	36	277 (0.2)	299 (0.2)	293 (0.3)	35	277 (0.2)	297 (0.2)	290 (0.3)	34
Very Important	54	280 (0.2)	302 (0.2)	294 (0.2)	55	282 (0.2)	301 (0.2)	293 (0.2)	57
CTE Students									
Not at All Important	11	269 (0.6)	293 (0.5)	287 (0.7)	10	270 (0.6)	291 (0.6)	286 (0.8)	8
Somewhat Important	36	276 (0.3)	297 (0.3)	290 (0.3)	35	277 (0.3)	296 (0.3)	289 (0.3)	33
Very Important	53	279 (0.2)	300 (0.2)	292 (0.3)	55	281 (0.2)	300 (0.2)	292 (0.3)	59
Taking a Lot of College-Prep Classes									
All Students									
Not at All Important	14	268 (0.4)	290 (0.4)	283 (0.5)	12	268 (0.4)	288 (0.4)	280 (0.6)	8
Somewhat Important	42	277 (0.2)	298 (0.2)	292 (0.2)	40	277 (0.2)	296 (0.2)	289 (0.3)	41
Very Important	44	283 (0.2)	305 (0.2)	297 (0.2)	48	284 (0.2)	303 (0.2)	296 (0.2)	50
CTE Students									
Not at All Important	15	268 (0.4)	289 (0.4)	282 (0.6)	12	267 (0.5)	287 (0.5)	280 (0.6)	10
Somewhat Important	43	276 (0.2)	297 (0.2)	290 (0.3)	40	277 (0.2)	295 (0.2)	288 (0.3)	41
Very Important	42	280 (0.2)	302 (0.2)	294 (0.3)	47	283 (0.2)	302 (0.2)	295 (0.3)	49

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004 High-Scoring Sites in Your Category	
<u>Personal Importance Given To:</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Having Grades Good Enough to be Accepted by a College									
All Students									
Not at All Important	4	253 (0.8)	278 (0.8)	267 (1.0)	4	257 (0.8)	280 (0.8)	269 (1.0)	2
Somewhat Important	15	265 (0.4)	290 (0.4)	281 (0.5)	17	267 (0.4)	289 (0.3)	280 (0.5)	10
Very Important	81	282 (0.1)	303 (0.1)	296 (0.2)	79	283 (0.1)	302 (0.1)	295 (0.2)	88
CTE Students									
Not at All Important	5	253 (0.9)	278 (0.9)	265 (1.2)	4	257 (0.9)	279 (0.9)	269 (1.2)	3
Somewhat Important	16	265 (0.4)	289 (0.4)	281 (0.6)	17	267 (0.4)	288 (0.4)	280 (0.5)	10
Very Important	80	280 (0.2)	301 (0.2)	294 (0.2)	78	282 (0.2)	301 (0.2)	294 (0.2)	87
Continuing My Education Beyond High School									
All Students									
Not at All Important	4	255 (0.8)	280 (0.8)	269 (1.0)	4	257 (0.8)	279 (0.8)	268 (1.1)	2
Somewhat Important	18	269 (0.3)	292 (0.3)	284 (0.4)	19	270 (0.3)	291 (0.3)	282 (0.4)	11
Very Important	78	282 (0.1)	303 (0.1)	296 (0.2)	76	283 (0.1)	302 (0.1)	295 (0.2)	87
CTE Students									
Not at All Important	4	255 (0.9)	281 (0.9)	269 (1.2)	5	257 (0.9)	279 (0.9)	268 (1.2)	2
Somewhat Important	20	269 (0.4)	291 (0.4)	283 (0.5)	20	270 (0.4)	291 (0.3)	282 (0.5)	12
Very Important	76	280 (0.2)	301 (0.2)	294 (0.2)	76	282 (0.2)	301 (0.2)	294 (0.2)	86

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site					2002 Site			2004
		Reading	Math	Science			Reading	Math	Science	High-Scoring Sites
		Mean	Mean	Mean			Mean	Mean	Mean	in Your Category
		%					%			%
Importance Placed by Friends On:										
Studying Hard to Get Good Grades										
All Students										
Not at All Important	7	268 (0.6)	294 (0.6)	286 (0.8)	7	270 (0.6)	292 (0.6)	286 (0.8)		5
Somewhat Important	40	281 (0.2)	303 (0.2)	297 (0.3)	39	281 (0.2)	301 (0.2)	296 (0.3)		34
Very Important	53	278 (0.2)	299 (0.2)	290 (0.2)	54	279 (0.2)	297 (0.2)	289 (0.2)		61
CTE Students										
Not at All Important	7	268 (0.7)	293 (0.7)	285 (0.9)	7	269 (0.7)	291 (0.7)	285 (0.9)		6
Somewhat Important	40	279 (0.2)	301 (0.2)	295 (0.3)	39	280 (0.2)	300 (0.2)	294 (0.3)		34
Very Important	52	276 (0.2)	296 (0.2)	288 (0.3)	54	278 (0.2)	297 (0.2)	288 (0.3)		60
Graduating from High School										
All Students										
Not at All Important	4	258 (0.8)	283 (0.9)	271 (1.1)	4	259 (0.9)	281 (0.9)	271 (1.2)		3
Somewhat Important	16	271 (0.4)	295 (0.4)	288 (0.5)	15	272 (0.4)	294 (0.4)	287 (0.5)		12
Very Important	81	281 (0.1)	302 (0.1)	295 (0.2)	81	282 (0.1)	300 (0.1)	293 (0.2)		85
CTE Students										
Not at All Important	4	258 (1.0)	283 (1.0)	271 (1.3)	4	259 (0.9)	282 (1.0)	272 (1.3)		3
Somewhat Important	16	271 (0.4)	294 (0.4)	287 (0.5)	15	271 (0.4)	294 (0.4)	286 (0.6)		13
Very Important	80	279 (0.2)	300 (0.2)	292 (0.2)	81	281 (0.2)	299 (0.2)	292 (0.2)		84

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site			2002 Site			2004	
		Reading	Math	Science	Reading	Math	Science	High-Scoring Sites	
		Mean	Mean	Mean	Mean	Mean	Mean	in Your Category	%
<u>Importance Placed by Friends On:</u>		<u>%</u>			<u>%</u>				
Attending All Classes									
All Students									
Not at All Important	7	269 (0.6)	293 (0.6)	285 (0.7)	7	271 (0.6)	293 (0.6)	287 (0.8)	6
Somewhat Important	37	280 (0.2)	303 (0.2)	297 (0.3)	37	281 (0.2)	301 (0.2)	295 (0.3)	37
Very Important	56	279 (0.2)	299 (0.2)	291 (0.2)	56	279 (0.2)	298 (0.2)	289 (0.2)	57
CTE Students									
Not at All Important	8	268 (0.7)	292 (0.6)	283 (0.9)	7	271 (0.7)	292 (0.7)	286 (0.9)	7
Somewhat Important	37	279 (0.3)	301 (0.2)	295 (0.3)	37	280 (0.2)	300 (0.2)	294 (0.3)	39
Very Important	55	277 (0.2)	297 (0.2)	289 (0.3)	56	278 (0.2)	297 (0.2)	288 (0.3)	55

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 29 (continued)

Guidance Support for Program Planning, Course Selection, and Parent Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

<u>Someone in the Family:</u>	<u>%</u>	<u>2004 Site</u>		<u>Science</u>	<u>%</u>	<u>2002 Site</u>		<u>Science</u>	<u>2004</u>
		<u>Reading</u>	<u>Math</u>			<u>Reading</u>	<u>Math</u>		<u>High-Scoring Sites</u>
		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>in Your Category</u>
									<u>%</u>
Emphasized the Importance of Education for Success									
All Students									
Never	5	272 (0.7)	294 (0.7)	287 (0.9)	4	272 (0.8)	293 (0.8)	284 (1.0)	3
A Few Times a Year	10	277 (0.4)	300 (0.4)	293 (0.6)	9	277 (0.5)	296 (0.5)	289 (0.6)	9
About Once a Month	16	279 (0.3)	301 (0.3)	293 (0.4)	16	280 (0.3)	300 (0.3)	293 (0.4)	15
About Once a Week	22	280 (0.3)	302 (0.3)	295 (0.3)	23	281 (0.3)	300 (0.3)	293 (0.4)	21
A Few Times a Week	48	278 (0.2)	299 (0.2)	292 (0.2)	47	279 (0.2)	298 (0.2)	291 (0.2)	53
CTE Students									
Never	5	270 (0.8)	291 (0.9)	284 (1.1)	4	271 (0.8)	292 (0.8)	284 (1.1)	3
A Few Times a Year	10	275 (0.5)	298 (0.5)	290 (0.7)	9	276 (0.5)	296 (0.5)	288 (0.7)	9
About Once a Month	16	277 (0.4)	299 (0.4)	292 (0.5)	16	279 (0.4)	299 (0.4)	292 (0.5)	14
About Once a Week	22	278 (0.3)	300 (0.3)	292 (0.4)	23	280 (0.3)	299 (0.3)	292 (0.4)	20
A Few Times a Week	48	277 (0.2)	298 (0.2)	290 (0.3)	47	278 (0.2)	297 (0.2)	290 (0.3)	55

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

TRANSITION TO AND BEYOND HIGH SCHOOL

Table 30

**Percentage and Performance of Students By Amount of Education
They Believe They Will Complete**

The 2004 High Schools That Work Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

How Much Education I Think I Will Complete by Age 30	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Less Than High School Graduation	0	237 (2.4)	258 (2.8)	244 (3.7)	0	236 (2.4)	257 (2.7)	238 (3.6)	0
High School Graduation or GED	3	254 (0.8)	276 (0.8)	265 (1.0)	4	257 (0.8)	278 (0.8)	264 (1.1)	1
Complete a Career/Tech, Trade, or Business School	11	265 (0.4)	286 (0.4)	278 (0.5)	12	267 (0.4)	286 (0.4)	278 (0.5)	4
Two or More Years of College	15	272 (0.3)	291 (0.3)	283 (0.4)	16	273 (0.3)	290 (0.3)	282 (0.4)	7
Finish College (a 4 or 5 Year Degree)	30	282 (0.2)	305 (0.2)	298 (0.3)	29	283 (0.2)	304 (0.2)	297 (0.3)	30
A Graduate Degree	33	288 (0.2)	310 (0.2)	304 (0.3)	31	289 (0.2)	308 (0.2)	302 (0.3)	54
I Don't Know	7	266 (0.5)	286 (0.5)	278 (0.7)	8	267 (0.5)	285 (0.5)	277 (0.7)	4
CTE Students									
Less Than High School Graduation	1	238 (2.9)	259 (3.3)	245 (4.4)	0	237 (2.9)	259 (3.0)	240 (4.0)	0
High School Graduation or GED	4	255 (0.9)	276 (0.9)	266 (1.2)	4	257 (0.9)	279 (0.8)	265 (1.2)	1
Complete a Career/Tech, Trade, or Business School	13	265 (0.4)	286 (0.4)	278 (0.6)	13	268 (0.4)	287 (0.4)	279 (0.6)	5
Two or More Years of College	17	272 (0.3)	291 (0.4)	283 (0.5)	17	273 (0.3)	291 (0.3)	282 (0.5)	8
Finish College (a 4 or 5 Year Degree)	30	281 (0.3)	303 (0.3)	296 (0.3)	29	283 (0.3)	303 (0.3)	297 (0.3)	32
A Graduate Degree	30	286 (0.3)	308 (0.3)	301 (0.3)	29	287 (0.3)	307 (0.2)	301 (0.3)	50
I Don't Know	7	265 (0.6)	285 (0.6)	277 (0.8)	9	267 (0.5)	285 (0.5)	278 (0.7)	4

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 31

Percentage and Performance of Students By Post-High School Plans

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
 Your School Category: A
 Group: All Students

Reading Goal: 279
 Mathematics Goal: 297
 Science Goal: 299

The One Thing That Will Take the Largest Share of My Time the First Year After High School	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Working Full-Time	14	265 (0.4)	286 (0.4)	277 (0.5)	16	267 (0.3)	286 (0.3)	277 (0.5)	6
Working Part-Time, Not Attending College	3	262 (0.8)	283 (0.8)	273 (1.0)	3	262 (0.8)	281 (0.8)	270 (1.1)	2
Apprenticeship or On-the-Job Training	3	264 (0.9)	286 (0.9)	278 (1.2)	3	265 (0.9)	285 (1.0)	277 (1.3)	1
Military Service	5	270 (0.6)	292 (0.6)	287 (0.8)	5	271 (0.6)	291 (0.6)	285 (0.9)	3
Being a Homemaker	1	259 (1.8)	281 (1.8)	269 (2.3)	1	267 (1.8)	283 (1.9)	271 (2.5)	0
Taking Courses at a Trade or Business School	8	271 (0.4)	290 (0.4)	283 (0.6)	9	273 (0.4)	290 (0.4)	284 (0.6)	4
Taking Courses at Community College	16	277 (0.3)	297 (0.3)	289 (0.4)	16	278 (0.3)	295 (0.3)	288 (0.4)	16
Attending Four-Year College, Including a Service Academy	46	288 (0.2)	311 (0.2)	304 (0.2)	44	289 (0.2)	309 (0.2)	303 (0.2)	66
Other (Travel, Break, No Plans)	4	270 (0.7)	291 (0.7)	285 (0.9)	4	271 (0.7)	290 (0.7)	284 (1.0)	2
CTE Students									
Working Full-Time	16	265 (0.4)	286 (0.4)	277 (0.5)	17	267 (0.4)	287 (0.4)	277 (0.5)	7
Working Part-Time, Not Attending College	3	262 (0.9)	282 (0.9)	272 (1.2)	4	262 (0.9)	281 (0.9)	270 (1.3)	3
Apprenticeship or On-the-Job Training	3	265 (1.0)	288 (0.9)	279 (1.3)	3	266 (1.0)	285 (1.1)	278 (1.4)	2
Military Service	5	270 (0.7)	292 (0.7)	286 (0.9)	5	270 (0.7)	292 (0.7)	284 (1.0)	2
Being a Homemaker	1	260 (2.2)	280 (2.2)	270 (2.7)	1	267 (2.0)	283 (2.1)	271 (2.8)	0
Taking Courses at a Trade or Business School	10	271 (0.5)	290 (0.5)	283 (0.6)	10	274 (0.4)	291 (0.4)	284 (0.6)	5
Taking Courses at Community College	16	276 (0.3)	296 (0.3)	288 (0.5)	16	278 (0.3)	295 (0.3)	288 (0.4)	16
Attending Four-Year College, Including a Service Academy	42	286 (0.2)	309 (0.2)	302 (0.3)	41	288 (0.2)	308 (0.2)	302 (0.3)	63
Other (Travel, Break, No Plans)	4	270 (0.8)	290 (0.8)	285 (1.1)	4	270 (0.8)	290 (0.8)	284 (1.1)	2

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 32

**Student Achievement and Student Belief About Having
Necessary Skills When Entering High School
The 2004 *High Schools That Work* Assessment**

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

2004 Site					2002 Site					2004
I Felt Prepared to Take College-Prep Courses When I Entered High School	%	Reading Mean	Math Mean	Science Mean	%	Reading Mean	Math Mean	Science Mean	High-Scoring Sites in Your Category %	
In Reading										
All Students										
Not at All Prepared	4	261 (0.7)	289 (0.7)	275 (0.9)	4	264 (0.7)	289 (0.7)	276 (1.0)	3	
Somewhat Prepared	36	273 (0.2)	297 (0.2)	287 (0.3)	38	275 (0.2)	296 (0.2)	287 (0.3)	30	
Very Well Prepared	54	284 (0.2)	304 (0.2)	299 (0.2)	53	284 (0.2)	302 (0.2)	296 (0.2)	63	
I Don't Know	5	264 (0.6)	288 (0.7)	278 (0.9)	5	266 (0.7)	289 (0.7)	280 (0.9)	4	
CTE Students										
Not at All Prepared	5	260 (0.8)	287 (0.8)	273 (1.1)	4	264 (0.8)	289 (0.8)	276 (1.1)	3	
Somewhat Prepared	37	272 (0.2)	296 (0.2)	286 (0.3)	38	274 (0.2)	296 (0.2)	286 (0.3)	34	
Very Well Prepared	53	283 (0.2)	302 (0.2)	297 (0.3)	52	283 (0.2)	300 (0.2)	295 (0.3)	60	
I Don't Know	5	263 (0.7)	286 (0.8)	276 (1.0)	5	265 (0.7)	289 (0.7)	280 (1.0)	4	
In Writing										
All Students										
Not at All Prepared	6	269 (0.6)	294 (0.6)	284 (0.7)	6	272 (0.6)	294 (0.6)	285 (0.8)	5	
Somewhat Prepared	44	277 (0.2)	299 (0.2)	291 (0.2)	45	278 (0.2)	298 (0.2)	290 (0.3)	41	
Very Well Prepared	44	283 (0.2)	303 (0.2)	297 (0.2)	44	282 (0.2)	300 (0.2)	294 (0.3)	50	
I Don't Know	5	264 (0.6)	287 (0.7)	278 (0.9)	5	265 (0.7)	288 (0.7)	279 (0.9)	3	
CTE Students										
Not at All Prepared	6	267 (0.7)	292 (0.7)	283 (0.9)	6	271 (0.7)	293 (0.7)	285 (0.9)	5	
Somewhat Prepared	45	276 (0.2)	298 (0.2)	290 (0.3)	45	277 (0.2)	297 (0.2)	289 (0.3)	43	
Very Well Prepared	44	281 (0.2)	301 (0.2)	294 (0.3)	44	281 (0.2)	299 (0.2)	293 (0.3)	48	
I Don't Know	5	262 (0.8)	285 (0.8)	276 (1.0)	5	264 (0.8)	288 (0.8)	279 (1.0)	3	

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 32 (continued)

**Student Achievement and Student Belief About Having
Necessary Skills When Entering High School
The 2004 *High Schools That Work* Assessment**

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

2004 Site					2002 Site					2004
I Felt Prepared to Take College-Prep Courses When I Entered High School	%	Reading	Math	Science	%	Reading	Math	Science	High-Scoring Sites	
		Mean	Mean	Mean		Mean	Mean	Mean	in Your Category	
									%	
In Mathematics										
All Students										
Not at All Prepared	12	272 (0.4)	286 (0.4)	283 (0.5)	12	274 (0.4)	285 (0.4)	282 (0.5)	8	
Somewhat Prepared	42	276 (0.2)	295 (0.2)	288 (0.2)	43	277 (0.2)	294 (0.2)	287 (0.3)	37	
Very Well Prepared	42	284 (0.2)	311 (0.2)	301 (0.2)	41	284 (0.2)	308 (0.2)	299 (0.3)	52	
I Don't Know	5	265 (0.6)	287 (0.7)	279 (0.8)	5	266 (0.7)	287 (0.7)	279 (0.9)	3	
CTE Students										
Not at All Prepared	12	271 (0.5)	286 (0.4)	282 (0.6)	12	273 (0.4)	285 (0.4)	282 (0.6)	9	
Somewhat Prepared	42	275 (0.2)	293 (0.2)	287 (0.3)	43	277 (0.2)	293 (0.2)	287 (0.3)	38	
Very Well Prepared	40	282 (0.2)	308 (0.2)	299 (0.3)	40	282 (0.2)	307 (0.2)	298 (0.3)	49	
I Don't Know	6	263 (0.8)	285 (0.8)	277 (1.0)	5	265 (0.8)	287 (0.8)	278 (1.0)	3	
In Science										
All Students										
Not at All Prepared	8	269 (0.5)	290 (0.5)	278 (0.6)	8	270 (0.5)	290 (0.5)	277 (0.7)	6	
Somewhat Prepared	45	277 (0.2)	298 (0.2)	289 (0.2)	45	277 (0.2)	296 (0.2)	287 (0.2)	40	
Very Well Prepared	41	284 (0.2)	306 (0.2)	302 (0.2)	41	284 (0.2)	304 (0.2)	300 (0.3)	49	
I Don't Know	6	265 (0.6)	288 (0.6)	278 (0.8)	6	266 (0.6)	288 (0.6)	278 (0.8)	4	
CTE Students										
Not at All Prepared	9	267 (0.6)	289 (0.5)	276 (0.7)	8	269 (0.6)	289 (0.5)	276 (0.7)	6	
Somewhat Prepared	45	275 (0.2)	296 (0.2)	287 (0.3)	46	277 (0.2)	295 (0.2)	286 (0.3)	42	
Very Well Prepared	40	282 (0.2)	304 (0.2)	300 (0.3)	40	283 (0.2)	303 (0.2)	299 (0.3)	48	
I Don't Know	6	264 (0.7)	286 (0.7)	276 (0.9)	6	266 (0.7)	288 (0.7)	278 (0.9)	4	

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004	
During High School the Following Occurred:	%	Reading Mean	Math Mean	Science Mean	%	Reading Mean	Math Mean	Science Mean	High-Scoring Sites in Your Category %
I Toured a Local Business With a School Group									
All Students									
Yes	41	278 (0.2)	300 (0.2)	292 (0.3)	48	279 (0.2)	299 (0.2)	291 (0.3)	34
No	59	279 (0.2)	300 (0.2)	293 (0.2)	52	279 (0.2)	298 (0.2)	291 (0.2)	66
CTE Students									
Yes	43	277 (0.2)	298 (0.2)	291 (0.3)	49	278 (0.2)	298 (0.2)	291 (0.3)	37
No	57	277 (0.2)	298 (0.2)	291 (0.3)	51	278 (0.2)	297 (0.2)	290 (0.3)	63
I Spoke or Visited Someone in a Career I Was Interested in									
All Students									
Yes	65	280 (0.2)	301 (0.2)	294 (0.2)	66	280 (0.2)	300 (0.2)	293 (0.2)	64
No	35	276 (0.2)	298 (0.2)	290 (0.3)	34	277 (0.2)	296 (0.2)	289 (0.3)	36
CTE Students									
Yes	66	278 (0.2)	299 (0.2)	293 (0.2)	67	280 (0.2)	299 (0.2)	292 (0.2)	66
No	34	273 (0.3)	295 (0.3)	287 (0.4)	33	275 (0.3)	295 (0.3)	287 (0.4)	34

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33 (continued)

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004
		Reading	Math	Science				High-Scoring Sites
		Mean	Mean	Mean				in Your Category
		%			%			%
During High School the Following Occurred:								
Someone from a College Talked With Me About College								
All Students								
Yes	79	281 (0.1)	302 (0.1)	295 (0.2)	82	281 (0.1)	300 (0.1)	83
No	21	268 (0.3)	290 (0.3)	282 (0.4)	18	269 (0.3)	290 (0.3)	17
CTE Students								
Yes	79	279 (0.2)	300 (0.2)	293 (0.2)	81	280 (0.2)	299 (0.2)	83
No	21	267 (0.4)	289 (0.4)	281 (0.5)	19	269 (0.4)	290 (0.4)	17
Local Business Person Talked in Class About Working at His/Her Company								
All Students								
Yes	42	277 (0.2)	299 (0.2)	291 (0.3)	48	278 (0.2)	298 (0.2)	42
No	58	280 (0.2)	301 (0.2)	294 (0.2)	52	280 (0.2)	299 (0.2)	58
CTE Students								
Yes	44	276 (0.2)	297 (0.2)	289 (0.3)	50	277 (0.2)	297 (0.2)	44
No	56	278 (0.2)	299 (0.2)	292 (0.3)	50	279 (0.2)	298 (0.2)	56

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33 (continued)

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004	
		Reading	Math	Science	Reading	Math	Science	High-Scoring Sites	
		Mean	Mean	Mean	Mean	Mean	Mean	in Your Category	%
		%			%				
During High School the Following Occurred:									
My Parents and I Attended a Meeting About Plans after High School									
All Students									
Yes	38	278 (0.2)	300 (0.2)	292 (0.3)	38	278 (0.2)	298 (0.2)	290 (0.3)	46
No	62	279 (0.2)	300 (0.2)	294 (0.2)	62	280 (0.2)	299 (0.2)	292 (0.2)	54
CTE Students									
Yes	38	275 (0.3)	297 (0.3)	289 (0.3)	38	277 (0.3)	297 (0.3)	289 (0.3)	43
No	62	278 (0.2)	298 (0.2)	292 (0.2)	62	279 (0.2)	298 (0.2)	291 (0.2)	57
My Parents and I Received Assistance in Selecting or Applying to College									
All Students									
Yes	60	280 (0.2)	302 (0.2)	294 (0.2)	65	280 (0.2)	300 (0.2)	292 (0.2)	65
No	40	276 (0.2)	297 (0.2)	291 (0.3)	35	277 (0.2)	296 (0.2)	289 (0.3)	35
CTE Students									
Yes	60	278 (0.2)	300 (0.2)	292 (0.3)	65	279 (0.2)	299 (0.2)	291 (0.2)	64
No	40	274 (0.3)	296 (0.2)	289 (0.3)	35	276 (0.3)	295 (0.3)	288 (0.3)	36

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33 (continued)

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Group: All Students		2004 Site				2002 Site				2004
During High School the Following Occurred:		%	Reading Mean	Math Mean	Science Mean	%	Reading Mean	Math Mean	Science Mean	High-Scoring Sites in Your Category %
I Held an Internship That Helped Me Explore a Career										
All Students										
Yes	29	272 (0.3)	294 (0.3)	285 (0.3)	34	274 (0.2)	294 (0.2)	284 (0.3)	29	
No	71	281 (0.2)	302 (0.2)	296 (0.2)	66	282 (0.2)	301 (0.2)	295 (0.2)	71	
CTE Students										
Yes	31	272 (0.3)	294 (0.3)	285 (0.4)	36	274 (0.3)	294 (0.3)	285 (0.3)	32	
No	69	279 (0.2)	300 (0.2)	294 (0.2)	64	281 (0.2)	300 (0.2)	293 (0.2)	68	
I Took Courses at a Local College or Technical Center										
All Students										
Yes	31	275 (0.2)	297 (0.2)	290 (0.3)	34	276 (0.2)	296 (0.2)	289 (0.3)	25	
No	69	280 (0.2)	301 (0.2)	294 (0.2)	66	281 (0.2)	300 (0.2)	292 (0.2)	75	
CTE Students										
Yes	35	275 (0.3)	296 (0.3)	289 (0.3)	36	276 (0.3)	296 (0.3)	289 (0.3)	29	
No	65	278 (0.2)	299 (0.2)	292 (0.2)	64	279 (0.2)	299 (0.2)	291 (0.2)	71	

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33 (continued)

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004
	<u>%</u>	<u>Reading</u> <u>Mean</u>	<u>Math</u> <u>Mean</u>	<u>Science</u> <u>Mean</u>	<u>%</u>	<u>Reading</u> <u>Mean</u>	<u>Math</u> <u>Mean</u>	<u>Science</u> <u>Mean</u>	High-Scoring Sites in Your Category <u>%</u>
I Feel Comfortable About the Transition into a Career or Further Education									
All Students									
Strongly Disagree	6	267 (0.6)	290 (0.6)	280 (0.8)	6	263 (0.7)	284 (0.7)	273 (0.9)	5
Somewhat Disagree	10	266 (0.5)	289 (0.5)	280 (0.6)	9	268 (0.5)	289 (0.5)	279 (0.7)	8
Somewhat Agree	42	278 (0.2)	299 (0.2)	292 (0.3)	43	278 (0.2)	298 (0.2)	290 (0.3)	39
Strongly Agree	42	284 (0.2)	305 (0.2)	298 (0.2)	42	284 (0.2)	303 (0.2)	297 (0.2)	49
CTE Students									
Strongly Disagree	6	266 (0.7)	288 (0.7)	279 (0.9)	6	262 (0.8)	283 (0.8)	272 (1.0)	5
Somewhat Disagree	11	264 (0.6)	287 (0.5)	278 (0.7)	9	267 (0.6)	289 (0.6)	278 (0.8)	9
Somewhat Agree	42	276 (0.2)	298 (0.2)	290 (0.3)	43	278 (0.2)	297 (0.2)	289 (0.3)	39
Strongly Agree	41	282 (0.2)	303 (0.2)	296 (0.3)	43	283 (0.2)	302 (0.2)	296 (0.3)	48

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33 (continued)

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

My School Has Prepared Me to Do Well in a Career or Further Education	<u>%</u>	2004 Site			<u>%</u>	2002 Site			2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	
All Students									
Strongly Disagree	7	269 (0.5)	291 (0.6)	283 (0.7)	7	268 (0.6)	289 (0.6)	281 (0.8)	6
Somewhat Disagree	15	272 (0.4)	295 (0.4)	287 (0.5)	16	275 (0.3)	294 (0.3)	287 (0.5)	12
Somewhat Agree	50	279 (0.2)	301 (0.2)	294 (0.2)	51	281 (0.2)	300 (0.2)	293 (0.2)	46
Strongly Agree	28	283 (0.2)	304 (0.2)	297 (0.3)	26	282 (0.3)	301 (0.3)	293 (0.3)	35
CTE Students									
Strongly Disagree	7	267 (0.6)	289 (0.6)	281 (0.8)	7	267 (0.7)	288 (0.7)	281 (0.9)	6
Somewhat Disagree	15	271 (0.4)	293 (0.4)	285 (0.6)	16	274 (0.4)	293 (0.4)	286 (0.5)	13
Somewhat Agree	50	278 (0.2)	299 (0.2)	292 (0.3)	51	280 (0.2)	299 (0.2)	292 (0.3)	48
Strongly Agree	28	280 (0.3)	301 (0.3)	294 (0.4)	26	281 (0.3)	299 (0.3)	292 (0.4)	33
My High School Courses Have Successfully Prepared Me for a Career or Further Education									
All Students									
Strongly Disagree	8	268 (0.5)	290 (0.5)	281 (0.7)	7	267 (0.6)	287 (0.6)	279 (0.7)	6
Somewhat Disagree	16	272 (0.4)	294 (0.3)	286 (0.4)	16	274 (0.3)	293 (0.3)	285 (0.5)	13
Somewhat Agree	48	279 (0.2)	301 (0.2)	294 (0.2)	50	280 (0.2)	300 (0.2)	293 (0.2)	47
Strongly Agree	28	283 (0.2)	305 (0.2)	298 (0.3)	26	284 (0.3)	303 (0.3)	296 (0.3)	34
CTE Students									
Strongly Disagree	8	266 (0.6)	288 (0.6)	279 (0.8)	7	266 (0.7)	285 (0.7)	278 (0.9)	6
Somewhat Disagree	15	271 (0.4)	292 (0.4)	284 (0.5)	16	273 (0.4)	293 (0.4)	285 (0.5)	13
Somewhat Agree	48	278 (0.2)	299 (0.2)	292 (0.3)	50	279 (0.2)	299 (0.2)	292 (0.3)	49
Strongly Agree	28	281 (0.3)	302 (0.3)	295 (0.4)	27	282 (0.3)	301 (0.3)	294 (0.4)	31

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33 (continued)

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category %
		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>	
Earned College Credit in High School by:	<u>%</u>				<u>%</u>				
Attending Classes at Local 4-Year College									
All Students									
Yes	9	264 (0.5)	289 (0.5)	277 (0.7)					9
No	91	280 (0.1)	301 (0.1)	294 (0.2)					91
CTE Students									
Yes	10	261 (0.6)	287 (0.6)	274 (0.8)					9
No	90	278 (0.2)	299 (0.2)	293 (0.2)					91
Taking Advanced Placement Courses									
All Students									
Yes	26	286 (0.3)	309 (0.3)	303 (0.3)					43
No	74	276 (0.1)	297 (0.1)	289 (0.2)					57
CTE Students									
Yes	24	282 (0.3)	305 (0.3)	298 (0.4)					39
No	76	275 (0.2)	296 (0.2)	288 (0.2)					61

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33 (continued)

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category %
		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>	
Earned College Credit in High School by:	%				%				
Attending Classes at a Community or Technical College									
All Students									
Yes	15	270 (0.4)	293 (0.4)	283 (0.5)					16
No	85	280 (0.1)	301 (0.1)	294 (0.2)					84
CTE Students									
Yes	16	269 (0.5)	292 (0.4)	282 (0.6)					18
No	84	278 (0.2)	299 (0.2)	292 (0.2)					82
Taking a Joint-Enrollment Class at High School for College Credit									
All Students									
Yes	19	277 (0.3)	300 (0.3)	293 (0.4)					20
No	81	279 (0.1)	300 (0.1)	293 (0.2)					80
CTE Students									
Yes	20	276 (0.4)	298 (0.4)	291 (0.5)					23
No	80	277 (0.2)	298 (0.2)	291 (0.2)					77

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 33 (continued)

Transition Planning

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category %
		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>		Reading <u>Mean</u>	Math <u>Mean</u>	Science <u>Mean</u>	
Earned College Credit in High School by:	<u>%</u>				<u>%</u>				
Taking a Web-Based Course									
All Students									
Yes	11	266 (0.5)	290 (0.5)	280 (0.6)					10
No	89	280 (0.1)	301 (0.1)	294 (0.2)					90
CTE Students									
Yes	11	265 (0.5)	289 (0.5)	279 (0.7)					10
No	89	278 (0.2)	299 (0.2)	292 (0.2)					90

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

WORKPLACE EXPERIENCE

Table 34

Student Achievement and Number of Hours Working Each Week

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

2004 Site					2002 Site					2004
Number of Hours Worked Each Week in a Part-Time Job*	%	Reading	Math	Science	%	Reading	Math	Science	High-Scoring Sites	
		Mean	Mean	Mean		Mean	Mean	Mean	in Your Category	
All Students										
None	38	279 (0.2)	300 (0.2)	293 (0.3)					39	
10 Hours or Fewer	11	280 (0.4)	302 (0.4)	296 (0.5)					14	
11 to 15 Hours	12	281 (0.4)	303 (0.4)	295 (0.5)					13	
16 to 20 Hours	16	279 (0.3)	300 (0.3)	292 (0.4)					16	
21 to 30 Hours	16	277 (0.3)	298 (0.3)	290 (0.4)					14	
More Than 30 Hours	6	269 (0.5)	294 (0.5)	285 (0.7)					4	
CTE Students										
None	37	277 (0.3)	298 (0.3)	291 (0.3)	34	279 (0.3)	297 (0.3)	291 (0.3)	37	
10 Hours or Fewer	11	277 (0.5)	299 (0.5)	292 (0.6)	10	280 (0.5)	299 (0.5)	293 (0.7)	13	
11 to 15 Hours	12	279 (0.4)	301 (0.4)	293 (0.6)	11	280 (0.4)	300 (0.4)	293 (0.6)	12	
16 to 20 Hours	17	278 (0.4)	299 (0.4)	291 (0.5)	18	278 (0.3)	298 (0.3)	290 (0.4)	18	
21 to 30 Hours	17	276 (0.4)	297 (0.3)	289 (0.5)	19	277 (0.3)	297 (0.3)	288 (0.4)	15	
More Than 30 Hours	7	269 (0.6)	293 (0.6)	284 (0.8)	8	270 (0.6)	293 (0.5)	283 (0.7)	4	
My Job is Necessary to Help Support My Family*										
All Students										
Yes	32	266 (0.3)	287 (0.3)	276 (0.4)					24	
No	68	282 (0.2)	304 (0.2)	298 (0.2)					76	
CTE Students										
Yes	34	265 (0.3)	287 (0.3)	275 (0.4)	34	268 (0.3)	288 (0.3)	277 (0.4)	26	
No	66	280 (0.2)	302 (0.2)	296 (0.3)	66	281 (0.2)	301 (0.2)	295 (0.3)	74	

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 35

Student Achievement and Perceptions of Work Experiences

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

My Present/Most Recent Job Is A Place I Plan to Work When I Finish High School*	<u>%</u>	2004 Site		<u>Science</u> <u>Mean</u>	<u>%</u>	2002 Site		<u>Science</u> <u>Mean</u>	2004 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading</u> <u>Mean</u>	<u>Math</u> <u>Mean</u>			<u>Reading</u> <u>Mean</u>	<u>Math</u> <u>Mean</u>		
All Students									
Yes	34	269 (0.3)	291 (0.3)	281 (0.4)					27
No	66	281 (0.2)	303 (0.2)	296 (0.2)					73
CTE Students									
Yes	36	268 (0.3)	290 (0.3)	280 (0.4)	38	270 (0.3)	290 (0.3)	281 (0.4)	27
No	64	279 (0.2)	301 (0.2)	294 (0.3)	62	281 (0.2)	300 (0.2)	294 (0.3)	73
Related to What I Study in CTE Courses*									
All Students									
Yes	31	268 (0.3)	290 (0.3)	281 (0.4)					24
No	69	281 (0.2)	302 (0.2)	295 (0.2)					76
CTE Students									
Yes	34	268 (0.3)	290 (0.3)	281 (0.4)	41	271 (0.3)	292 (0.3)	282 (0.4)	29
No	66	279 (0.2)	300 (0.2)	293 (0.3)	59	281 (0.2)	300 (0.2)	293 (0.3)	71

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 36

Student Achievement and Relationship of School and Work

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
I Received School Credit for Work Experience*									
All Students									
Yes	30	270 (0.3)	291 (0.3)	282 (0.4)					24
No	70	280 (0.2)	302 (0.2)	295 (0.2)					76
CTE Students									
Yes	32	270 (0.3)	291 (0.3)	282 (0.4)	43	273 (0.3)	293 (0.3)	283 (0.4)	28
No	68	278 (0.2)	299 (0.2)	292 (0.3)	57	280 (0.2)	299 (0.2)	292 (0.3)	72

***In 2002, only CTE students completed this survey question.**

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 37

Extent of On-The-Job Training Received by Students

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004 High-Scoring Sites in Your Category	
<u>In My Job</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
I Rotated Through Several Departments or Jobs*									
All Students									
Yes	28	273 (0.3)	296 (0.3)	287 (0.4)					26
No	72	278 (0.2)	300 (0.2)	292 (0.2)					74
CTE Students									
Yes	29	272 (0.4)	294 (0.4)	285 (0.5)	41	273 (0.3)	294 (0.3)	285 (0.4)	27
No	71	276 (0.2)	298 (0.2)	290 (0.3)	59	279 (0.2)	298 (0.2)	291 (0.3)	73
I Observed Veteran Workers*									
All Students									
Yes	43	280 (0.2)	302 (0.2)	296 (0.3)					46
No	57	274 (0.2)	296 (0.2)	287 (0.3)					54
CTE Students									
Yes	44	278 (0.3)	300 (0.3)	294 (0.4)	50	278 (0.3)	298 (0.3)	292 (0.4)	46
No	56	273 (0.2)	294 (0.2)	285 (0.3)	50	275 (0.3)	294 (0.3)	285 (0.3)	54

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 37 (continued)

Extent of On-The-Job Training Received by Students

The 2004 *High Schools That Work* Assessment

**Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students**

**Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299**

		2004 Site			2002 Site			2004 High-Scoring Sites in Your Category	
<u>In My Job</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Someone Taught Me How to Do the Work*									
All Students									
Yes	76	280 (0.2)	302 (0.2)	294 (0.2)					79
No	24	266 (0.4)	289 (0.4)	279 (0.4)					21
CTE Students									
Yes	76	278 (0.2)	300 (0.2)	292 (0.3)	78	279 (0.2)	298 (0.2)	291 (0.3)	79
No	24	265 (0.4)	288 (0.4)	278 (0.5)	22	270 (0.4)	290 (0.4)	280 (0.6)	21
My Job Performance was Evaluated by Clear Standards*									
All Students									
Yes	64	278 (0.2)	300 (0.2)	292 (0.2)					66
No	36	274 (0.3)	297 (0.3)	289 (0.4)					34
CTE Students									
Yes	65	277 (0.2)	298 (0.2)	290 (0.3)	68	278 (0.2)	297 (0.2)	289 (0.3)	68
No	35	272 (0.3)	294 (0.3)	286 (0.4)	32	275 (0.3)	294 (0.3)	287 (0.5)	32

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site				2002 Site			2004 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
I Participated in an Apprenticeship Program Leading to a Recognized Credential or Certificate*									
All Students									
Yes	18	264 (0.4)	287 (0.4)	276 (0.5)					15
No	82	280 (0.2)	301 (0.2)	294 (0.2)					85
CTE Students									
Yes	20	264 (0.4)	287 (0.4)	277 (0.6)	27	268 (0.4)	289 (0.4)	279 (0.5)	18
No	80	278 (0.2)	299 (0.2)	292 (0.3)	73	280 (0.2)	299 (0.2)	292 (0.3)	82

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

2004 Site					2002 Site					2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites	
<u>My Employers</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category	
									<u>%</u>	
Asked to See My School Records (Grades, Attendance, etc.)*										
All Students										
Never	56	284 (0.2)	305 (0.2)	299 (0.2)					63	
Once a Year	12	271 (0.5)	294 (0.5)	284 (0.6)					11	
Once a Semester	14	267 (0.5)	291 (0.4)	280 (0.6)					11	
Once or Twice a Month	10	266 (0.5)	288 (0.5)	278 (0.7)					8	
Weekly/Several Times A Week	8	266 (0.6)	288 (0.6)	277 (0.7)					7	
CTE Students										
Never	55	282 (0.2)	303 (0.2)	297 (0.3)	50	284 (0.2)	302 (0.2)	297 (0.3)	60	
Once a Year	12	270 (0.6)	292 (0.6)	283 (0.8)	13	270 (0.6)	291 (0.6)	281 (0.7)	12	
Once a Semester	14	266 (0.5)	290 (0.5)	280 (0.7)	16	270 (0.5)	291 (0.5)	280 (0.6)	12	
Once or Twice a Month	11	264 (0.6)	287 (0.6)	276 (0.8)	12	268 (0.6)	290 (0.5)	279 (0.7)	8	
Weekly/Several Times A Week	8	266 (0.6)	287 (0.6)	277 (0.8)	10	270 (0.6)	288 (0.6)	278 (0.8)	8	

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

2004 Site					2002 Site					2004
		Reading	Math	Science		Reading	Math	Science	High-Scoring Sites	
<u>My Employers</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category	
									<u>%</u>	
Met with My CTE Teacher to Discuss Work and School Issues*										
All Students										
Never	62	284 (0.2)	305 (0.2)	299 (0.2)					71	
Once a Year	9	263 (0.6)	287 (0.6)	276 (0.7)					7	
Once a Semester	13	266 (0.5)	290 (0.5)	279 (0.6)					9	
Once or Twice a Month	10	265 (0.5)	288 (0.5)	277 (0.7)					7	
Weekly/Several Times A Week	7	263 (0.6)	284 (0.6)	273 (0.8)					5	
CTE Students										
Never	59	283 (0.2)	303 (0.2)	297 (0.3)	49	284 (0.2)	302 (0.2)	297 (0.3)	67	
Once a Year	10	262 (0.7)	287 (0.7)	276 (0.9)	10	269 (0.6)	290 (0.6)	280 (0.8)	9	
Once a Semester	14	266 (0.5)	289 (0.5)	278 (0.7)	18	269 (0.5)	292 (0.5)	281 (0.6)	10	
Once or Twice a Month	10	265 (0.6)	288 (0.6)	277 (0.7)	13	271 (0.5)	290 (0.5)	281 (0.7)	8	
Weekly/Several Times A Week	7	263 (0.7)	284 (0.7)	273 (0.9)	9	269 (0.6)	287 (0.6)	278 (0.8)	6	

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Group: All Students					Science Score: 19					2004 High-Scoring Sites in Your Category %
My Employers	%	2004 Site			%	2002 Site				
		Reading Mean	Math Mean	Science Mean		Reading Mean	Math Mean	Science Mean		
Helped Me Learn New Technical Skills*										
All Students										
Never	27	279 (0.3)	301 (0.3)	294 (0.4)					27	
Once a Year	14	274 (0.5)	296 (0.5)	288 (0.6)					14	
Once a Semester	16	269 (0.4)	293 (0.4)	282 (0.5)					15	
Once or Twice a Month	23	280 (0.3)	301 (0.3)	294 (0.4)					25	
Weekly/Several Times A Week	21	278 (0.3)	298 (0.3)	291 (0.4)					19	
CTE Students										
Never	25	278 (0.4)	299 (0.4)	292 (0.5)	25	280 (0.4)	299 (0.4)	293 (0.5)	25	
Once a Year	13	272 (0.6)	294 (0.6)	286 (0.7)	11	272 (0.6)	293 (0.6)	283 (0.8)	15	
Once a Semester	16	268 (0.5)	291 (0.5)	281 (0.6)	17	271 (0.5)	292 (0.5)	282 (0.6)	14	
Once or Twice a Month	23	278 (0.4)	300 (0.4)	292 (0.5)	22	278 (0.4)	298 (0.4)	290 (0.5)	27	
Weekly/Several Times A Week	23	277 (0.3)	297 (0.4)	289 (0.5)	25	278 (0.3)	296 (0.3)	289 (0.5)	19	

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004	
<u>My Employers</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category %</u>
Encouraged Me to Develop Good Work Habits*									
All Students									
Never	13	275 (0.4)	296 (0.5)	290 (0.6)					14
Once a Year	10	267 (0.6)	290 (0.6)	280 (0.7)					8
Once a Semester	16	268 (0.4)	292 (0.4)	282 (0.6)					15
Once or Twice a Month	23	279 (0.3)	301 (0.3)	293 (0.4)					24
Weekly/Several Times A Week	39	282 (0.2)	303 (0.2)	296 (0.3)					39
CTE Students									
Never	12	273 (0.5)	294 (0.5)	288 (0.7)	11	277 (0.6)	296 (0.6)	290 (0.8)	12
Once a Year	10	264 (0.7)	288 (0.7)	278 (0.8)	9	267 (0.7)	288 (0.7)	278 (0.9)	9
Once a Semester	16	267 (0.5)	291 (0.5)	281 (0.6)	16	270 (0.5)	291 (0.5)	281 (0.6)	14
Once or Twice a Month	23	277 (0.4)	299 (0.4)	290 (0.5)	23	277 (0.4)	297 (0.4)	289 (0.5)	25
Weekly/Several Times A Week	39	281 (0.3)	301 (0.3)	294 (0.3)	40	282 (0.3)	300 (0.3)	293 (0.4)	39

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004	
<u>My Employers</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category %</u>
Encouraged Me in My Academic Studies at School*									
All Students									
Never	27	282 (0.3)	303 (0.3)	297 (0.4)					31
Once a Year	11	270 (0.5)	292 (0.5)	284 (0.7)					10
Once a Semester	18	271 (0.4)	295 (0.4)	285 (0.5)					15
Once or Twice a Month	22	277 (0.3)	299 (0.3)	291 (0.4)					21
Weekly/Several Times A Week	23	279 (0.3)	299 (0.3)	291 (0.4)					23
CTE Students									
Never	26	280 (0.3)	300 (0.4)	295 (0.4)	24	282 (0.4)	301 (0.4)	295 (0.5)	29
Once a Year	10	267 (0.6)	290 (0.7)	281 (0.8)	10	270 (0.7)	291 (0.7)	281 (0.9)	10
Once a Semester	18	270 (0.5)	293 (0.5)	284 (0.6)	19	271 (0.5)	292 (0.4)	283 (0.6)	14
Once or Twice a Month	22	276 (0.4)	298 (0.4)	289 (0.5)	22	276 (0.4)	296 (0.4)	287 (0.5)	22
Weekly/Several Times A Week	24	277 (0.3)	298 (0.4)	290 (0.5)	26	279 (0.3)	297 (0.3)	290 (0.5)	25

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Group: All Students					Science Score 19				
		2004 Site				2002 Site			2004
<u>My Employers</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	High-Scoring Sites in Your Category
									<u>%</u>
Encouraged Me to Develop Good Customer Relations Skills*									
All Students									
Never	14	275 (0.4)	296 (0.4)	290 (0.5)					13
Once a Year	9	266 (0.6)	290 (0.6)	280 (0.7)					7
Once a Semester	15	269 (0.4)	293 (0.4)	282 (0.6)					14
Once or Twice a Month	21	277 (0.3)	299 (0.3)	291 (0.4)					21
Weekly/Several Times A Week	41	283 (0.2)	303 (0.2)	297 (0.3)					44
CTE Students									
Never	14	273 (0.5)	295 (0.5)	288 (0.6)	13	276 (0.5)	295 (0.6)	290 (0.7)	12
Once a Year	9	265 (0.7)	288 (0.7)	278 (0.9)	8	266 (0.7)	287 (0.7)	277 (1.0)	7
Once a Semester	15	267 (0.5)	291 (0.5)	281 (0.7)	15	269 (0.5)	291 (0.5)	281 (0.7)	14
Once or Twice a Month	21	275 (0.4)	297 (0.4)	289 (0.5)	22	276 (0.4)	296 (0.4)	288 (0.5)	21
Weekly/Several Times A Week	41	281 (0.3)	301 (0.3)	295 (0.3)	42	282 (0.3)	300 (0.3)	293 (0.3)	46

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Group: All Students					Science Score: 19					2004 High-Scoring Sites in Your Category %
My Employers	%	2004 Site			%	2002 Site				
		Reading Mean	Math Mean	Science Mean		Reading Mean	Math Mean	Science Mean		
Showed Me How to Use Mathematics in Job-Related Activities*										
All Students										
Never	32	283 (0.3)	304 (0.3)	299 (0.3)					38	
Once a Year	12	274 (0.5)	296 (0.5)	288 (0.6)					12	
Once a Semester	17	271 (0.4)	295 (0.4)	285 (0.5)					16	
Once or Twice a Month	18	274 (0.4)	297 (0.4)	288 (0.5)					16	
Weekly/Several Times A Week	20	276 (0.3)	297 (0.3)	288 (0.4)					19	
CTE Students										
Never	31	281 (0.3)	302 (0.3)	297 (0.4)	26	283 (0.3)	301 (0.3)	296 (0.4)	36	
Once a Year	12	273 (0.6)	294 (0.6)	286 (0.7)	11	273 (0.6)	293 (0.6)	284 (0.8)	11	
Once a Semester	18	270 (0.5)	293 (0.5)	284 (0.6)	18	272 (0.5)	293 (0.5)	283 (0.6)	17	
Once or Twice a Month	19	273 (0.4)	295 (0.4)	286 (0.5)	20	275 (0.4)	295 (0.4)	286 (0.6)	15	
Weekly/Several Times A Week	20	274 (0.4)	295 (0.4)	286 (0.5)	25	277 (0.3)	295 (0.4)	287 (0.5)	21	

***In 2002, only CTE students completed this survey question.**

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

Group: All Students		2004 Site			2002 Site			2004 High-Scoring Sites in Your Category	
<u>My Employers</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Shown Me How to Use Communication Skills in Job-Related Activities*									
All Students									
Never	23	280 (0.3)	301 (0.3)	296 (0.4)					23
Once a Year	12	272 (0.5)	295 (0.5)	286 (0.6)					11
Once a Semester	17	271 (0.4)	294 (0.4)	285 (0.5)					15
Once or Twice a Month	20	277 (0.3)	299 (0.3)	290 (0.4)					20
Weekly/Several Times A Week	29	280 (0.3)	300 (0.3)	293 (0.3)					31
CTE Students									
Never	22	278 (0.4)	299 (0.4)	293 (0.5)	19	280 (0.4)	298 (0.4)	293 (0.6)	23
Once a Year	12	270 (0.6)	292 (0.6)	284 (0.8)	9	272 (0.7)	293 (0.7)	283 (0.9)	10
Once a Semester	17	269 (0.5)	293 (0.5)	284 (0.6)	17	272 (0.5)	294 (0.5)	284 (0.6)	16
Once or Twice a Month	20	275 (0.4)	297 (0.4)	288 (0.5)	21	275 (0.4)	295 (0.4)	287 (0.5)	19
Weekly/Several Times A Week	29	279 (0.3)	299 (0.3)	291 (0.4)	34	280 (0.3)	298 (0.3)	290 (0.4)	32

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

Table 38 (continued)

School and Work Partnerships: Employer Involvement

The 2004 *High Schools That Work* Assessment

Report: 94017 - All HSTW Sites
Your School Category: A
Group: All Students

Reading Goal: 279
Mathematics Goal: 297
Science Goal: 299

		2004 Site			2002 Site			2004 High-Scoring Sites in Your Category	
<u>My Employers</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Math Mean</u>	<u>Science Mean</u>	<u>%</u>
Showed Me How to Use Science in Job-Related Activities*									
All Students									
Never	51	284 (0.2)	304 (0.2)	298 (0.2)					59
Once a Year	12	271 (0.5)	295 (0.5)	286 (0.6)					11
Once a Semester	15	268 (0.4)	292 (0.4)	282 (0.6)					13
Once or Twice a Month	12	270 (0.5)	292 (0.5)	283 (0.6)					9
Weekly/Several Times A Week	10	271 (0.5)	292 (0.5)	283 (0.7)					8
CTE Students									
Never	49	282 (0.2)	302 (0.2)	296 (0.3)	47	282 (0.3)	301 (0.3)	294 (0.3)	56
Once a Year	12	270 (0.6)	293 (0.6)	284 (0.7)	12	272 (0.6)	293 (0.6)	283 (0.8)	11
Once a Semester	16	267 (0.5)	291 (0.5)	281 (0.6)	17	272 (0.5)	293 (0.5)	283 (0.6)	14
Once or Twice a Month	12	269 (0.5)	292 (0.5)	282 (0.7)	13	272 (0.5)	292 (0.5)	284 (0.7)	10
Weekly/Several Times A Week	10	270 (0.6)	291 (0.6)	282 (0.8)	12	272 (0.6)	291 (0.6)	283 (0.7)	8

*In 2002, only CTE students completed this survey question.

The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

High Schools That Work 2004 Teacher Survey Results

This section of the assessment report provides information on teachers' views about improving student achievement, their expectations of students, the extent to which they use instructional practices that improve student achievement and school leaders' support for changing practices. This section is based on information collected from teachers in 949 sites in the spring 2004 Teacher Survey. At this site, **44137** teachers participated in the survey, including **31932** academic and **11630** career/technical teachers. Among the responding teachers, **6604** said they taught English/language arts, **6059** said they taught mathematics, **4838** taught life or physical science and **4916** taught history or social studies.

The teacher survey results in the pages that follow are reported in sections based on themes from the *High Schools That Work* framework for school improvement as described above. In order to protect the anonymity of respondents, data will not appear in the subject-specific sections (those that report the responses of English, math, science, or CTE teachers only) if **ten or fewer** teachers from your school completed the survey.

The table below summarizes the responses of teachers at your school to the survey items in each theme-based section. This summary feature is designed to illustrate the level of implementation and focus on each theme reported by teachers at your school as compared to all the other schools in the network. Implementation focus level is reported using a scale of one to four, with four being the highest level of implementation and one being the lowest. This rating was computed using the standards set by *HSTW* regarding the frequency at which each practice should occur or the desired level of agreement with a given statement. These are not quartile rankings. The implementation focus rating of "4" indicates a school is in the top ten percent of schools in a given theme. A "3" indicates a school is in the 76-90 percent range of schools and a "2" indicates a school is in the 51-75 percent range of schools. A "1" indicates a school is in the bottom 50 percent of schools for level of implementation of the theme.

Please note: Implementation focus is a school-level report feature. The following table will be blank in composite reports.

Implementation of the *HSTW* Framework

	Implementation Focus Level			
	1 Lowest	2	3	4 Highest
Having a Functional Mission				
Raising Expectations and Providing Extra Help				
Teaching Challenging Academic and Technical Content:				
Teaching Challenging Mathematics Content				
Teaching Challenging Science Content				
Teaching Challenging English/Language Arts Content				
Teaching Challenging Career/Technical Content				
Using Assessment Techniques to Improve Learning				

	Implementation Focus Level			
	1 Lowest	2	3	4 Highest
Engaging High School Students in Learning:				
Improving Students' Literacy				
Guiding and Supporting Students				
Helping Students Make Successful Transitions:				
From the Middle Grades to the High School				
From High School to Further Learning				
Supporting Teachers in Continuous School Improvement				

I. HAVING A FUNCTIONAL MISSION

Every high school that has achieved and sustained meaningful student achievement gains has a significant number of teachers and leaders who agree that their mission is to prepare all students for postsecondary learning without remediation and for a good job. A school can reach consensus on such a mission when someone focuses the faculty and community on the mission, identifies the gap between where the school is and where it should be, and engages the faculty and community in looking at the actions and policies needed to close the gap.

Your Site	All Sites*	Teachers reported that:
44	44	Preparing almost all the students with the academic knowledge and skills needed to enter college and be successful without taking remedial courses or to enter and advance in a career is a very important goal at their school.
62	62	Helping all students master the minimum content in language arts, mathematics and science courses needed to graduate from high school is a very important goal at their school. ¹
49	49	Helping students complete an educational and career plan for high school and beyond is a very important goal at their school.
47	47	Developing students' abilities to solve problems and think critically is a very important goal at their school.
40	40	They strongly agree that the goals and priorities for their school are clear.
19	19	They strongly agree that the surrounding community actively supports their school's instructional goals.

*Data in the "All Sites" column represent all sites that completed the Teacher Survey.

¹This item was omitted from the calculation of the Implementation Focus Level Table on page 191 and from the calculation of the following table.

What is the school's emphasis on a mission to prepare students for further learning?

	Your Site	All Sites
Intensive (4 or 5 of the above items)	20	20
Moderate (2 to 3 of the above items)	35	35
Little (0 to 1 of the above items)	42	42
Incomplete Data ¹	2	2

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of teachers' responses indicate an intensive emphasis on a mission to prepare all students for further learning without remediation or for a good job after graduation, then greater effort must be made to build consensus for such a mission. To constantly convey the importance of the mission to the faculty and to actively engage the community in improving student achievement, school leaders can take the following actions:

- Compile and share information with teachers and parents about the percentage of graduates who enter college and must take remedial courses.
- Invite employers to discuss with teachers and parents the qualifications of high school graduates applying for jobs.
- Keep score on the percentage of students who take and successfully complete the *HSTW*-recommended academic core and either an academic or career concentration, and share this information with the entire faculty.
- Interview graduates who work and who have entered postsecondary education about their high school experiences and what the school could have done differently to better prepare them for the future.

II. RAISING EXPECTATIONS AND PROVIDING EXTRA HELP

Raising expectations involves giving students challenging assignments that have personal meaning to them and consistently pushing students to do high-quality work. Teachers should agree that all students must meet common, high standards regardless of their post-high school plans and that they must continually redo work until it meets those standards. Students have higher achievement when their teachers clearly indicate what they must do to earn an A or a B; require them to spend one or more hours on homework each day; read a great deal; and meet high standards. Teachers should be readily available to provide extra help. School leaders and teachers must create a demanding environment that is supportive of students who have difficulty meeting higher standards. This sends the message to students that they matter and that what they do in school matters.

What is the school's emphasis on practices that establish a climate of high expectations and extra help to meet higher standards?

Your Site	All Sites	Teachers reported that they:
34	34	Strongly agree that they maintain a demanding yet supportive environment that pushes students to do their best.
28	28	Strongly agree that their school has the same standards and expectations in English, mathematics and science classes for students planning to enter a four-year college, two-year college or work.
5	5	Strongly disagree that students' success or failure in school is largely due to factors beyond them.
44	44	Give at least three or more writing assignments of at least one page in a typical month.
33	33	Require students to read at least three or more books (or their equivalent), other than the textbook, for each class they teach.
44	44	Assign more than one hour of homework each week in their courses.
34	34	Require students who are not performing at a "C" level or above to receive extra help at least once a week.

Improvement Actions

If less than 50 percent of teachers responded at the desired level for any item above, it is likely that the school is not sending a consistent message that all students must meet high expectations. Furthermore, if the percentages in this table show that less than half of your teachers are:

- Requiring students to work hard to meet college-preparatory level standards (items 1-3 above), ask a study team to make recommendations on how to:
 - ▲ Get more students to complete, at a minimum, the *HSTW*-recommended curriculum;
 - ▲ Eliminate different levels of the same course and teach all academic courses to college-preparatory standards;
 - ▲ Provide course syllabi that contain guidelines for quality work and examples of work that meets high standards to students and parents;
 - ▲ Have a monthly discussion with a random group of 10 to 12 students to get ideas on what they and the school need to do to get them to improve the quality of their work;
 - ▲ Have teachers meet monthly to review and discuss the quality of student work.
- Strengthening students' literacy skills (items 4 and 5), adopt *HSTW* literacy goals and train teachers to implement them.
- Expecting their students to do at least one hour of homework each week (item 6), then lead teachers to:
 - ▲ Help all students understand that learning and achievement come from effort in class and doing quality homework outside of class;
 - ▲ Make homework more meaningful and hold students accountable for their work so that homework effectively expands learning.
- Requiring low performers to receive extra help at least weekly (item 7), ask a study team to determine how to give extra help to all who need it.

III. TEACHING CHALLENGING ACADEMIC AND TECHNICAL CONTENT

Student achievement improves when teachers teach academic and/or technical content that challenges student interest and curiosity, when the content is rigorous enough to help students develop a sense of accomplishment, and when they use assessment techniques that hold students accountable for learning. The fastest way to raise student achievement is to give all students access to college-preparatory content in mathematics, science and language arts and to get students in career/technical (CTE) classes to complete assignments that require them to use high-level academic content. This requires that all teachers be committed to teaching all students to the same high academic standards.

A. Teaching Challenging Mathematics Content

Mathematics teachers improve achievement by getting students to understand and learn how to reason with mathematics.

To what extent do mathematics teachers use each of the following practices to get students to learn challenging mathematics content?

Your Site	All Sites	Mathematics teachers¹ reported that they:
34	34	Require students to complete a written report on a mathematics project at least once a semester.
41	41	Require students to orally defend a process that they used to solve a mathematics problem at least once a week. ²
28	28	Require students to use a computer to complete mathematics assignments at school at least once a month.
57	57	Require students to use a graphing calculator to complete mathematics assignments at least once a month.
74	74	Require students to use mathematics to solve a real-world problem found in the community, work setting or career/technical class at least once a month.
24	24	Require students to complete a joint assignment for mathematics and career/technical teachers and receive a grade in both classes at least once a semester. ³

**To what extent do mathematics teachers use each of the following practices to get students to learn challenging mathematics content?
(continued)**

Your Site	All Sites	Mathematics teachers¹ reported that they:
68	68	Require students to work in groups to brainstorm how to solve a mathematics problem at least once a month.
54	54	Majored in mathematics or mathematics education. ⁴

¹The survey requested that respondents skip this series of questions if they did not teach mathematics.

²This item was omitted from the calculation of the Implementation Focus Level Table on page 191.

³The survey requested that respondents skip this item if they did not have career/technical students in their class.

⁴This item was omitted from the calculation of the Implementation Focus Level Table on page 191.

Improvement Actions

The school probably has a teacher-centered, drill sheet approach to teaching mathematics if less than 50 percent of the school's mathematics teachers are using practices that require students to read, write and talk with each other about mathematics (items 1-3 above); using applied learning strategies that require students to use mathematics to solve real world problems (items 4 - 6); and getting students to work together to solve challenging problems (item 7). To strengthen mathematics teaching, organize a study team composed of mathematics, science and career/technical teachers to take actions to increase mathematical understanding by:

- Giving students graded assignments that require them to read, write and talk with each other about mathematics.
- Giving students contextual learning assignments based on real-world problems found in the community or work that requires them to use a computer or graphing calculator to solve.
- Having mathematics teachers collaborate with CTE teachers to develop joint mathematics assignments that are challenging.
- Requiring students to work together to discuss how to solve challenging problems.
- Having all mathematics classes taught by teachers who majored in mathematics.

B. Teaching Challenging Science Content

Review the following results to determine the extent to which science teachers engage students in reading, writing and talking about science (item 1 below); use technology computers or graphing calculators to complete assignments (items 2 and 3); understand science methods by completing laboratory and community-based research (items 4-7); and work together to complete group assignments (item 8). What proportion of teachers leading science classes majored in a science field (item 9)?

To what extent do science teachers use the following practices to get students to learn challenging science content?

Your Site	All Sites	Science teachers¹ reported that they:
56	56	Require students to read science-related materials (besides the textbook) and demonstrate understanding of the content at least once a month.
23	23	Require students to use a graphing calculator to complete science assignments at least once a month.
44	44	Require students to use a computer to complete science assignments at least once a month.
37	37	Require students to complete a lab assignment using science to address a problem found in the community or in a work setting at least once a month.
43	43	Require students to use science equipment to do science activities in a science laboratory with tables and sinks at least once a week.
57	57	Require students to complete a science research project that includes doing an experiment and preparing a written report of the results at least once a semester.
26	26	Require students to complete a joint assignment for science and career/technical classes and receive a grade in both classes at least once a semester. ²

**To what extent do science teachers use the following practices to get students to learn challenging science content?
(continued)**

Your Site	All Sites	Science teachers reported that they:
55	55	Require students to work with two or more students on a challenging science assignment and receive a group and individual grade at least once a month .
61	61	Majored in biology, physics, chemistry or science education. ³

¹The survey requested that respondents skip this series of questions if they did not teach science.

²The survey requested that respondents skip this item if they did not have career/technical students in their class.

³This item was omitted from the calculation of the Implementation Focus Level Table on page 191.

Improvement Actions

If less than 50 percent of the school's science teachers are using the practices listed above, the school has a textbook-based science curriculum. Organize a study team of science, mathematics and career/technical teachers to look at how to make science become more fully based in a real-world context by:

- Developing assignments that require students to read, write and talk with each other about interesting scientific topics that relate to what they are studying in science.
- Giving students assignments that require them to address problems found in the community or workplace and to complete a major research project.
- Revising their course syllabi to include challenging assignments that require students to use graphing calculators and computers; joint science assignments developed with CTE teachers; and at least one graded lab assignment each week that includes writing a summary.
- Giving challenging science assignments at the proficient or advanced level that require students to work together.
- Having all science classes taught by teachers who majored in science.

C. Teaching Challenging English/Language Arts Content

Review the following results to determine the extent to which English/language arts teachers at the school are using strategies that get students to read more (items 1-3 below); find their own voices in English/language arts by analyzing what they read, writing their interpretations, and completing a major research paper based on reading several sources (items 4 and 5); and read and write occasionally within the context of the real world (items 6 and 7).

To what extent do English/language arts teachers use each of the following practices to get students to learn challenging content?

Your Site	All Sites	English/language arts teachers¹ reported that they:
37	37	Require students to read an assigned book outside of class and demonstrate that they understand the significance of the main ideas at least once a month .
72	72	Require students to select entries from recommended reading lists for out-of-school reading at least once a year .
39	39	Require students to read several pieces on the same topic and discuss the different points of view at least once a month .
63	63	Require students to analyze works of literature in class at least once a week .
82	82	Require students to write a major research paper on a subject of their choice at least once a year .
18	18	Require students to write and prepare business or technical documents at least once a month .
21	21	Require students to complete a joint assignment for English and another class for which they receive a grade in both classes at least once a semester .

**To what extent do English/language arts teachers use each of the following practices to get students to learn challenging content?
(continued)**

Your Site	All Sites	English/language arts teachers reported that they:
60	60	Majored in English, Literature, or English/language Arts Education. ²

¹The survey requested that respondents skip this series of questions if they did not teach English/language arts.

²This item was omitted from the calculation of the Implementation Focus Level Table on page 191.

Improvement Actions

The school needs a study team if less than 50 percent of English/language arts teachers require students to:

- Read eight to 10 books yearly;
- Have some choice about what they read and discover their own voices as a result of what they read through their written work and oral presentations;
- Write a major research paper each year; and
- Use reading and writing for learning across the curriculum.

Actions the study team should consider taking include:

- Increasing the amount of reading and writing that students do in all English/language arts classes to include reading eight to 10 books annually.
- Teaching all English/language arts classes as if they are college-preparatory classes by asking all students to analyze, interpret and respond to what they read.
- Giving assignments that engage students in reading and writing about topics that interest them and involving CTE and other teachers in joint assignments.
- Having all English/language arts classes taught by teachers who majored in English/language arts.

D. Teaching Challenging Career/Technical Content

Review the following results to determine the extent to which CTE teachers at the school give curriculum assignments that require students to use academic skills (items 1-7 below) and to meet national industry standards (item 8).

To what extent do CTE teachers get students to meet industry and academic standards?

Your Site	All Sites	Career/Technical teachers¹ reported that they:
50	50	Require students to use mathematics to conduct specific assignments in their career/technical area at least once a week.
46	46	Require students to read and interpret technical books and manuals in carrying out assignments at least once a week.
22	22	Require students to write and prepare business or technical documents and service reports at least once a week.
28	28	Hold students to academic content standards in writing assignments set by the English/language arts department at least once a week.
23	23	Require students to use scientific inquiry methods to solve problems related to their career/technical field of study or work setting at least once a week.
21	21	Require students to complete a joint mathematics assignment for mathematics and career/technical teachers and receive a grade in both classes at least once a semester.
18	18	Require students to complete a joint science assignment for science and career/technical teachers and receive a grade in both classes at least once a semester.
81	81	Require students to meet performance standards that relate to national industry standards developed by a national committee of teachers and employers at least once a year.

¹The survey requested that respondents skip this series of questions if they did not teach career/technical classes.

Improvement Actions

If less than 50 percent of the school's CTE teachers required students to apply challenging technical, communications, mathematics and science skills related to their career/technical field to complete assignments, students are not being exposed to the depth of knowledge and skills they need to undertake further learning in their career/technical field. Ask career/technical teachers to work together to:

- Require students to keep a folder or portfolio of a list of books and articles they have read and their writing samples; the problems they are solving that involve algebra, geometry or trigonometry; and samples of how they used their knowledge and skills in biology, chemistry or physics to complete various assignments.
- Require students to apply the academic skills they have learned in their career/technical field to complete assignments.
- Require students to pass a final exam that measures their ability to read and interpret technical materials, apply major mathematics concepts to enter and advance in their field of study, and understand major technical concepts.

E. Using Assessment Techniques to Improve Learning

Teaching challenging content depends on teachers using assessment techniques that require students to demonstrate deep understanding of each content and/or career/technical area. This means grading students on how well they can collect, understand and synthesize information; explain orally and in writing what they have done; and discuss and defend their conclusions.

To what extent are teachers using assessment techniques to improve learning?

Your Site	All Sites	Teachers reported that they use an assessment technique to determine how well students can:
51	51	Solve problems and give a clear rationale for the method used to solve them at least once a month.
76	76	Collect, synthesize and use information to complete a project at least once a semester.
63	63	Make a written report and explain verbally what they had done and why at least once a semester.
48	48	Demonstrate critical knowledge about technical and related academic competencies used to complete an assignment at least once a month.

What is the school's emphasis on using assessment techniques to improve learning?

	Your Site	All Sites
Intensive (4 of the above items)	25	25
Moderate (2 to 3 of the above items)	46	46
Little (0 to 1 of the above items)	25	25
Incomplete Data ¹	5	5

¹Teachers did not respond to one or more of the components on the index.

To what extent do career/technical teachers use assessment techniques that require students to demonstrate in writing that they understand the major concepts in their field?

Your Site	All Sites	Career/Technical teachers¹ reported they:
17	17	Require students to take a test that is predominantly essay at least once a month.
85	85	Include teacher-made, open-ended tests in students' final course grades.
52	52	Include a school-wide end-of-course exam in their content area in students' final course grades.

¹The percentages reported in this table were calculated using only the responses of teachers who indicated that their primary responsibility was as a career/technical teacher.

Improvement Actions

If less than 50 percent of teachers' responses show an intensive emphasis on using the outlined assessment techniques, then much of the classroom assessment is designed to reinforce teaching at or below a basic level. Actions the school can take to strengthen the use of assessment techniques to improve student learning include:

- Asking each department to compare current exams to NAEP standards for basic, proficient and advanced levels of performance in the various content areas.
- Giving exams that require students to think at a higher level; student achievement will not likely rise above what is required to pass an exam.
- Reaching agreement on exam standards, explaining them to students and parents, and helping them understand why students must be better prepared for further learning after high school.

IV. ENGAGING HIGH SCHOOL STUDENTS IN LEARNING

Effective teachers use strategies that motivate students to learn challenging content and advance their knowledge of the subject matter and skills that are essential in an information-based economy.

A. Improving Students' Literacy

Improving students' literacy is the responsibility of all teachers, not just English/language arts teachers. Teachers should use their knowledge of content and best teaching practices to give assignments that develop students' skills in reading to understand the main idea; designing a research experiment, implementing it and preparing a written report about it; summarizing what they learned orally and in writing; and using technology to collect information and communicate what they have learned.

To what extent do teachers use literacy strategies to advance students' academic and technical achievement?

Your Site	All Sites	Teachers reported that they:
44	44	Required students to read an assigned book and demonstrate understanding of the significance of the main ideas at least once or twice a semester .
51	51	Required students to design a research investigation, implement it and prepare a written report that summarizes and interprets their findings at least once a semester .
57	57	Required students to work on open-ended problems for which there is no immediately obvious method of solution at least once a month .
44	44	Required students to defend orally or in writing a process that they used to solve an open-ended problem at least once a month .
72	72	Required students to stand before class to make an oral presentation on a project or assignment to meet specific requirements at least once a semester .
37	37	Required students to revise essays or written work several times to improve their quality at least once a month . ¹

¹This item was omitted from the calculation of the Implementation Focus Level Table on page 191.

**To what extent do teachers use literacy strategies to advance students' academic and technical achievement?
(continued)**

Your Site	All Sites	Teachers reported that they:
38	38	Required students to use a journal to write about things they learned at least once a month .
18	18	Required students to use word processing to complete an assignment or project weekly . ¹
74	74	Required students to do computer-assisted research/assignments at least once a semester .

¹This item was omitted from the calculation of the Implementation Focus Level Table on page 191.

What is the school's emphasis on improving students' literacy skills?

	Your Site	All Sites
Intensive (6 to 9 of the above items)	30	30
Moderate (3 to 5 of the above items)	41	41
Low (0 to 2 of the above items)	22	22
Incomplete Data ¹	6	6

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of teachers' responses indicate an intensive emphasis on improving literacy in all courses, the school needs to reinforce and challenge students to demonstrate basic literacy skills by:

- Training all teachers to use reading and writing for learning strategies across the curriculum and having academic and technical teachers work together to develop assignments that require students to read and write in all courses.
- Holding students accountable for reading eight to 10 books across the curriculum each year and expanding the number to 25-30 books after two or three years.
- Requiring students to do a research paper for each grade level in all classes and developing grade-level scoring guides for them across the curriculum.

- Expecting students to do short writing assignments weekly and to revise their work until it meets standards based on scoring guides developed by the English/language arts department.

V. GUIDING AND SUPPORTING STUDENTS

All students do better in school when they have a high school program of study - including courses that prepare them for further learning - by the end of ninth grade and an advisor who meets with them individually to review or adjust their high school plans. Students and parents also need someone from the school to help them better understand the preparation needed for further learning.

To what extent are teachers involved in guiding and supporting students?

Your Site	All Sites	Teachers reported that they:
48	48	Are a part of a structured guidance program.
52	52	Assist parents and their children in developing a plan for high school study and beyond.
79	79	Meet with and advise a core group of students at least once a year .
50	50	Inform parents and students about students' readiness for post-high school studies at least once a year .
52	52	Work with parents and students on ways to address gaps in academic achievement at least once a year .

Improvement Actions

If the school does not have a large guidance staff and less than 50 percent of teachers are helping to focus students on the future, the school probably has many students who are not taking the courses necessary for further learning in a postsecondary or work setting. The school needs a special study team to devise a way to help students plan and complete a program of study that prepares them for further learning by:

- Getting all parents and their children to work one-on-one with a school representative to develop a plan of high school study by the end of grade nine and to review the plan annually.
- Determining the gaps between students' course-taking patterns and their goals beyond high school and sharing the information with each student and his/her parents. This should give students the reality checks they need to take courses consistent with their goals for further learning.

VI. HELPING STUDENTS MAKE SUCCESSFUL TRANSITIONS

Teachers and school leaders need to help students make a successful transition between middle grades and high school and between high school and the workplace or further learning. This means getting students to take the right courses and giving them the extra help and guidance they need to make each transition a success.

A. Helping Students Make Successful Transitions from the Middle Grades to High School

As high schools raise their graduation requirements, helping students make a successful transition from the middle grades to high school is important if they are to graduate. The following indicators suggest whether or not the school has an effective system in place to help students make this transition successfully:

Your Site	All Sites	Teachers reported that the school:
63	63	Requires a parent-student-school conference to plan or review the high school program of study for every entering ninth-grader.
41	41	Assigns a caring adult to mentor each entering ninth-grader.
76	76	Provides extra help and extra time for ninth grade students performing below grade level.
34	34	Uses a summer bridge program in reading and mathematics to help selected eighth-graders get ready for high school.
41	41	Uses a ninth grade academy that groups incoming students into smaller learning communities to ease their transition to high school.
37	37	Uses a schedule that allows double periods in reading and mathematics for students who need extra help.

What is the school's emphasis on helping students make successful transitions from the middle grades to high school?

	Your Site	All Sites
Intensive (4 to 6 of the above items)	29	29
Moderate (2 to 3 of the above items)	35	35
Little (0 to 1 of the above items)	19	19
Incomplete Data ¹	16	16

¹Teachers did not respond to one or more of the components of the index.

To what extent are teachers helping to improve students' transition from the middle grades to high school?

Your Site	All Sites	Teachers reported that:
37	37	They meet with teachers from feeder middle grades or junior high schools to discuss expectations, content knowledge and performance standards for students entering high school at least annually .
18	18	They are very familiar with the content and specific goals of the courses taught in the middle grade schools that send students to the high school.
2	2	81 percent or more of students enter the ninth grade ready to do well in college-preparatory academic courses. ¹

¹The survey requested respondents skip this question if they did not teach ninth-grade students.

Improvement Actions

The school has a problem it needs to address if less than 50 percent of teachers indicate an intensive emphasis on helping students make the transition from middle grades to high school. School leaders should have a teacher study team consider the following actions:

- Help middle grades students, parents, teachers and school leaders understand the need to accelerate instruction for seventh- and eighth-grade students who are not prepared for high school-level work in mathematics, English/language arts and reading. Require students who are not ready for high school at the end of eighth grade to attend a special summer program before entering ninth grade to strengthen their reading, writing, mathematics, computer and study skills.
- Have a high school representative meet with each entering ninth-grader and his/her parents to discuss the student's readiness to begin challenging high school studies and to present an extra help plan for those students who are not prepared for college-preparatory mathematics and English/language arts.
- Provide more personalized instruction, guidance and extra help services to ninth-graders to help them make the transition, and select the best teachers to work with them.
- Use flexible scheduling to create "double doses" of English/language arts and mathematics in ninth grade for students who are not ready to take college-preparatory courses.
- Increase the likelihood that students in large schools will complete a challenging program of study that prepares them for further learning by examining the failure rates in college-preparatory courses. If failure rates are high, it would be appropriate for the school to create small learning communities in which groups of students, organized by grade level or career path, work with the same group of teachers throughout the day. Small learning communities can help improve achievement by making instruction more personalized and providing opportunities for teachers to mentor their students.

B. Helping Students Make Successful Transitions from High School to Further Learning

Many students leave high school and learn that they cannot pass employer exams for good jobs or that they must take remedial courses in college. Most high schools, however, do not talk with employers and postsecondary instructors to understand why their graduates are having such trouble and continue to allow their students to waste the senior year.

To what extent are teachers helping students make a successful transition from high school to further learning?

Your Site	All Sites	Teachers reported that they:
11	11	Feel comfortable recommending at least 81 percent of their current seniors as highly competent to an employer in their area of specialization. ¹
79	79	Encourage all students to take a mathematics course during their senior year.
43	43	Meet annually with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for graduating students. ²
72	72	Encourage all students to take a science course during their senior year.

¹The survey requested that respondents skip this question if they did not teach career/technical students.

²The survey requested that respondents skip this question if they did not teach 11th- or 12th-grade courses.

Improvement Actions

If less than 50 percent of teachers encourage students to take mathematics their senior year or meet with postsecondary instructors to learn how to reduce the numbers of students requiring remedial courses, the school will continue to produce graduates who are not prepared for further learning. If most CTE teachers are not comfortable recommending at least 81 percent of their students to employers, they have a problem. To improve the transition from high school to further learning, teachers can take the following steps:

- Work regularly with the colleges that enroll the highest percentage of their students to find out what they expect students to know and be able to do, particularly in reading, English/language arts and mathematics. Revise the curricula and requirements, particularly during the senior year, to address those points.
- Find out what the major employers who hire graduates expect students to know and be able to do in reading, English/language arts and mathematics to pass employer exams. Require students to use more communications and mathematics skills to complete CTE assignments in and out of class.
- Appoint a counselor to lead senior year efforts.

VII. SUPPORTING TEACHERS IN CONTINUOUS SCHOOL IMPROVEMENT

To teach in ways that improve student achievement, teachers must regularly seek new ideas, evaluate what they do and revise their lesson plans to get more students to meet challenging standards. Professional development helps academic and career/technical teachers learn and master new research-based instructional practices, reflect on what they have learned, and share responsibility in applying new knowledge as they plan joint assignments that require students to use academic content and skills to complete real-world, hands-on projects. Professional development should provide follow-up activities to help teachers fine-tune the new practices.

To what extent are teachers supported in school improvement?

Your Site	All Sites	Teachers reported that:
18	18	Their staff development experiences have resulted in holding their students to current national standards developed by teachers in their fields. ¹
11	11	Staff development programs are sustained over time with ample follow-up activities that include an expert observing their teaching and giving them ideas for refining instruction to get higher achievement from students.
33	33	They are expected to reflect on what they learn in staff development programs and apply it in the classroom.
20	20	There are incentives that encourage them to participate in staff development.
42	42	They strongly agree that teachers in this school are continually learning and seeking new ideas on how to improve students' achievement.
25	25	They strongly agree that teachers use data reports to continuously evaluate the school's academic and technical programs and activities.
37	37	They strongly agree that teachers and school administrators work as a team to improve student achievement.
26	26	They meet as a member of a team of academic and career/technical teachers to plan joint instructional activities and to take collective responsibility for student learning at least monthly .

¹For the first four items in the table, responses of "a great deal" are reported.

**To what extent are teachers supported in school improvement?
(continued)**

Your Site	All Sites	Teachers reported that:
13	13	They meet with a group of teachers to examine students' work to determine if it meets state or national standards in their content area at least monthly .
33	33	They strongly agree that they are encouraged to revise lesson plans to teach more rigorous content to all students.

What is the school's emphasis on supporting teachers in continuous improvement?

	Your Site	All Sites
Intensive (6 to 10 of the above items)	11	11
Moderate (3 to 5 of the above items)	25	25
Little (0 to 2 of the above items)	48	48
Incomplete Data ¹	16	16

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of the responses indicate an intensive emphasis on supporting teachers in continuous school improvement, it is likely that the current professional development programs are not helping teachers determine how to change instruction, expectations of students, and evaluation of student work to improve student achievement. School and district leaders may need to determine if their professional development system is designed to close the gaps in student achievement. The following steps will help teachers focus on continuous improvement:

- Organize teacher study teams to review the results of the *HSTW* Assessment, teacher survey, graduate follow-up study, state assessment and other external exams, technical assistance visits and other school-based data (i.e., SAT, AP and other test scores; graduation rate; and remediation rate of graduates entering postsecondary studies).
- Disaggregate the data to determine the major gaps in student achievement, such as the gap in reading achievement between male and female students, between African-American and white students, and between students in the various CTE areas.
- Develop a three-year action plan to answer the question, "What school and classroom practices can we change to close the gaps in learning and achievement?"
- Have teachers modify their instruction by regularly assessing student learning, using the results to revise instruction and extra help programs for students, implementing the revisions, and continuing the process until students meet standards.
- Determine the reasons why students are unsuccessful in courses with the highest failure rates and which groups of students are struggling the most, and use double-dosing to provide more intensive instruction to students who need it.
- Make professional development an ongoing process related to school improvement goals rather than a series of fragmented events.
- Maximize the impact of professional development by:
 - ▲ Preparing teachers in advance by explaining how the event can help improve student learning and achievement; having all participants read about and discuss the topics prior to the event; and explaining that they will become in-house experts, some of whom will have "demonstration classrooms" to teach others sound classroom management and instructional methods.
 - ▲ Setting the stage for follow-up activities by requiring participants to develop an action plan for what they will do differently at school before leaving any event.
 - ▲ Supporting teachers by providing time to reflect on and practice newly learned concepts, having workshop coaches visit classrooms to model new strategies, and using a structured system of observation, collaboration and evaluation to ensure that substantial changes are taking place.

APPENDIX

THE HIGH SCHOOL ASSESSMENT

The goal of the student assessment component of the *High Schools That Work* and Making Schools Work (MSW) initiatives is to establish benchmarks and to measure the progress that sites have made to improve the performance of their students. This assessment tested about 63,000 students in the subjects of reading, mathematics, and science during January and February 2004. The students were enrolled in approximately 980 schools in 36 states. Many schools participated in the Assessment for the first time in 2004. Participating schools selected one of several sampling options for either CTE students or all seniors.

The assessment contained a Student Survey that included student background or demographic questions, a course experience survey using transcript information, and questions about student perceptions of school and classroom practices, expectations, experience in the workplace, and post-graduate plans. This information enables teams of teachers, counselors and administrators at each site to link student achievement to school and classroom practices.

DESIGN OF THE ASSESSMENT

The Reading Test

The frameworks or objectives of the Reading Test reflect the reading constructs in alignment with national standards (NAEP). Our approach incorporates the view held by reading professionals that there is a correlation between the specific type of text, the reader's purpose, and related personal experience. The Reading Assessment consists of three separately timed sections to be taken within the same testing block. The test was 90 minutes long, containing two 25-minute sections and one 40-minute section to accommodate the length of reading passages.

Reading Purposes

Reading to Gain Information: The student reads informative passages in order to obtain some general or specific information. A practical approach to reading is utilized incorporating certain reading/thinking strategies different from those used for other purposes. In addition, reading to gain information often involves reading and interpreting charts, graphs, maps, and tables that provide supplemental or tangential data. Passages in the reading assessment may include biographies, science articles, encyclopedia entries, primary and secondary his-

torical accounts, and newspaper editorials.

Reading to Perform a Task: The student reads various types of materials to find directions for completing a specific task. Documents requiring students in the reading assessment to perform a task, for example, might include directions for creating a time capsule, instructions on how to write a letter to a Senator, using tables of information, airline schedules, or interpreting a used-car or bank loan advertisement.

Reading Stances

Stances refer to four types of behavioral activities -- or orientations that ask students to build, extend, and examine textual meaning of a passage. These stances are not considered hierarchical or completely independent of each other, but are iterative in nature.

- **Initial Understanding** -- comprehending the overall or general meaning of the selection.
- **Developing an Interpretation** -- extending the ideas in the text by making inferences and connections.
- **Personal Response** -- making explicit connections between ideas in the text and a student's own background knowledge and experiences.

- **Critical Stance** -- considering how the author crafted a text.

The Mathematics Test

The frameworks for the mathematics test satisfy the recommendations developed by the National Council of Teachers of Mathematics. The configuration of Mathematical Abilities and Content is described below. In this assessment, the mathematical abilities assessed are Conceptual Understanding, Procedural Knowledge, and Problem Solving. The content areas assessed are Numbers and Operations; Measurement; Geometry and Spatial Senses; Data Analysis, Statistics and Probability; and Algebra and Functions. Testing time for the Mathematics Assessment is 66 minutes.

Use of Calculators: A scientific or graphing calculator, either supplied by the student or the school, is required in one of three sections of the Mathematics Assessment. The use of a four-function calculator, however, will place the student at a slight disadvantage. Students will not be allowed to use calculators for two of the three sections so that they can demonstrate their knowledge and skill without the use of this tool.

Mathematical Abilities

Conceptual Understanding is demonstrated by students when they provide evidence that they can recognize, label, and generate examples and counter-examples of concepts; can use and interrelate models, diagrams, and varied representations of concepts; can identify and apply principles; know and can apply facts and definitions; can compare, contrast, and integrate related concepts and principles; can recognize, interpret, and apply the signs, symbols, and terms; and can interpret the assumptions and relations involving concepts in mathematical settings.

Procedural Knowledge is demonstrated by students when they provide evidence of their ability to select and apply appropriate procedures correctly; verify and justify the correctness of a procedure using concrete models or symbolic methods; and extend or modify procedures to deal with factors inherent in problem setting.

Problem Solving requires students to use their reasoning and analytic abilities when they encounter new situations. Problem solving includes the ability to recognize and formulate problems; determine the sufficiency and consistency of data; use strategies, data models, and relevant mathematics; generate, extend, and modify procedures; use reasoning (i.e., spatial,

inductive, deductive, statistical, and proportional); and judge the reasonableness and correctness of solutions.

Content Areas in Mathematics

Numbers and Operations focuses on student understanding of numbers (whole numbers, fractions, decimals, integers) and their application to real-world situations. Understanding numerical relationships as expressed in ratios, proportions, and percents is emphasized.

Measurement focuses on student ability to describe real-world objects using numbers. Students are asked to identify attributes, select appropriate units, apply measurement concepts, and communicate measurement-related ideas to others. Questions require an ability to read instruments using metric, customary, or nonstandard units, with an emphasis on precision and accuracy.

Geometry and Spatial Sense focuses on students knowledge of geometric figures and relationships and on their skills in working with this knowledge. Students must model and visualize geometric figures in up to three dimensions.

Data Analysis, Statistics, and Probability focuses on data representation and analysis across all disciplines, and reflects the importance and prevalence of these activities in our society. Questions em-

phasize appropriate methods for gathering data, the visual exploration of data, and the development and evaluation of arguments based on data analysis.

Algebra and Functions is broad in scope, including algebra, elementary functions (pre-calculus), trigonometry, and some topics from discrete mathematics. The assessment will include algebraic expressions that may be monomial, polynomial, or rational. The coefficients of the expressions may be rational, irrational, or complex; they may involve one or more variables and include symbols for exponents, radicals, logarithms, and absolute value.

The Science Test

The framework for the science test reflects the configuration of purposes and elements of high school science. This framework is expressed as a two-dimensional matrix -- Content Areas and Thinking Skills. Testing time for the Science Test is 68 minutes.

Thinking Skills

Conceptual Understanding. Questions in this category are designed to measure factual knowledge. Successful performance depends on the student's ability to

recall specific facts, concepts, principles, and methods of science; show familiarity with scientific terminology; recognize basic ideas in different contexts, and use abstractions in related applied situations.

Scientific Investigation (Using tools and strategies). Questions in this category test a student's ability to solve problems by combining factual knowledge with appropriate rules, formulas, and algorithms for specified purposes. Students will need to interpret information or data using ideas from the natural sciences. They will also need to recognize the relationship of concepts, facts, and principles to observed activity and data collected. The questions in this category are often the kind found at the end of chapters in science textbooks, while others may ask students to use scientific knowledge to solve problems simulating situations that might arise in real life.

Practical Reasoning (Application). Inquiry questions in this test are designed to measure aspects of a student's ability to apply knowledge to real situations. The tasks might include analyzing available information, evaluating and selecting appropriate experimental procedures given specified conditions, organizing a series of logical steps, and drawing conclusions on the basis of available data.

Content Areas in Science

Life Science. Major categories of topics in life sciences in this assessment include cellular and molecular biology, energy transformations, genetic continuity and development, diversity and systematics, structure and functions of organisms.

Physical Sciences. This area deals with the fundamental components of the natural universe -- space, time, matter, and energy. Students must demonstrate their understanding of the laws of mechanics, and the interaction of light and matter, including mass-energy, electrical charge, and linear and angular momentum. The laws of thermodynamics are also included.

Earth and Space Sciences. Questions include topics that pertain to the earth's history, materials, atmosphere and weather, oceans, the solar system, galaxies, and the universe. Questions touching on matters related to the environment are included.

Nature of Science. This category exists because the assessment contains items that do not directly relate to any of the three content categories, but address the general method of conducting scientific investigations and research.

2004 ASSESSMENT CONTENT
(Percentage of Items by Category)

READING

Stances

Initial Understanding	9%
Developing an Interpretation	61%
Personal Response	9%
Critical Stance	21%

Reading Purposes

Reading to:	
Gain Information	49%
Perform a Task	51%
Open-Ended Questions	15%
Multiple-Choice Questions	85%

MATHEMATICS

Mathematical Abilities

Conceptual Understanding	46%
Procedural Knowledge	33%
Problem Solving	21%

Content Areas

Numbers and Operations	31%
Measurement	12%
Geometry and Spatial Sense	22%
Data Analysis, Statistics and Probability	17%
Algebra and Functions	18%
Open-Ended Questions	4%
Multiple-Choice Questions	96%

SCIENCE

Science Cognitive Domains

Conceptual Understanding (Knowing Science)	61%
Practical Reasoning (Solving Problems)	12%
Scientific Investigation (Conducting Experiments)	27%

Science Content Areas

Life Sciences	33%
Physical Sciences	28%
Earth and Space Sciences	31%
Nature of Science	8%
Open-Ended Questions	4%
Multiple-Choice Questions	96%

ADMINISTRATION OF THE ASSESSMENT

The assessment administrations were conducted by school personnel. The open-ended questions were professionally scored by teachers recruited by Educational Testing Service (ETS). The data were analyzed and reported by ETS.

SCORING OF THE ASSESSMENT

Student responses to multiple-choice and constructed-response items are scanned into the scoring system. Electronic images of open-ended responses are spooled into the ETS Optical Scanning Network system for web-delivered on-line professional scoring. Constructed-item ratings and the corresponding multiple-choice responses are subsequently matched and merged to a single data file for scaling, analysis, and reporting.

The questions for each subject test were analyzed to confirm that they performed as expected. Questions that failed to meet ETS standards of quality were deleted from the assessment scoring. Test questions are also subject to a second procedure, known as Differential Item Functioning (DIF). In this procedure, ETS analyzes the performance of test questions after they have been administered to determine whether examinees of similar ability in different gender or ethnic groups are performing differentially. DIF helps ETS evaluate whether certain information, for instance, the context in which a test question is posed, may be interfering with the original intent of the test question in a way that differentially favors or disfavors different groups. Items that appear by ETS standards to systematically discriminate negatively against these groups were similarly dropped from scoring.

FINDING SIGNIFICANT DIFFERENCES

While the comparative network data represent large numbers of students, the data presented for a school are based on a relatively small number of students. Therefore, caution must be exercised when interpreting the results.

Statistical tests can suggest whether the data drawn from the student sample are strong enough to believe that meaningful mean score differences are present for different groups. The reader is cautioned to rely on the results of the statistical tests rather than on the apparent magnitude of the difference between sample means when determining whether the sample differences are likely to represent actual differences in the sample groups.

To determine whether a real difference is likely between the average scaled score for two groups, one needs to obtain an estimate of the degree of uncertainty associated with the difference between the mean scores for those groups. This estimate of uncertainty is called the Standard Error of the Difference (SED). The larger the uncertainty suggested by the SED, the less confident one should be in the difference.

a. To determine the SED:

Take the square of each group's standard error, sum the squared standard errors, and take the square root of that sum.

$$SED = \sqrt{(SE_A^2 + SE_B^2)}$$

SE_A and SE_B are measures of uncertainty for the individual means just as SED is a measure of uncertainty of their difference.

The SED is used to create a confidence interval. A confidence interval provides a range of scaled score differences in which the "true" difference most likely occurs.

b. To determine the confidence interval:

The difference between the means of the two groups plus or minus two standard errors of the difference represents an approximate 95 percent confidence interval, that is, 95 times out of 100, the true score is within this interval.

$$\text{MeanA-B} \pm 2(\text{SED})$$

For example, if the range of differences (or confidence interval) is between 3 and 5 with numbers greater than zero meaning that group A is earning higher scores than group B, we are fairly certain that the true difference is greater than zero. If our range of differences is between -3 and -5 with numbers less than zero meaning that group A is earning lower scores than group B, we are fairly certain that the true difference is less than zero. As long as the confidence interval does not contain zero, we say that the difference between the two groups is statistically "significant." This means we are fairly sure that the mean scores are different. How sure? Well, if we say that the real difference is within the confidence interval 95% of the time, 5% of the time it won't be and we will have claimed a difference that was not there. It is sometimes said that the difference is at the .05 or 5% level meaning that we will be wrong 5% of the time.

On the other hand, if the interval contains zero, we say the difference is not significant. That is because the difference could be zero which would mean that the groups being tested are really the same; however, being not statistically significant doesn't necessarily mean the difference is zero. It just means that the evidence is not good enough to say there is a difference.

As an example of comparing groups, consider the problem of determining whether the mean reading scale score of group A is higher than of group B. Suppose that the reading mean scores and standard error were as follows:

Group	Mean Reading Score
A	218 (0.9)
B	216 (1.1)

Compute the Standard Error of the Difference

$$SED = \sqrt{(0.9)^2 + (1.1)^2} = 1.4$$

Determine the confidence interval

$$(218-216) \pm 2(1.4) = 2 \pm 2.8 = (-0.8, 4.8)$$

The value zero is within the confidence interval; therefore, there is insufficient evidence to claim that group A outperformed group B.

Be aware that if the groups are extremely different in size or in variability of scores, the interval might be very large or small. We recommend that you view such intervals cautiously.

One final note of caution concerns deciding what a significant difference means. Finding a difference only suggests that the means are unlikely to be the same. The test cannot tell you why the difference exists. Differences between groups of students exposed to varying educational curriculum or practice could exist for many reasons. All reasons should be considered carefully. The more important part of your investigation may well be in your ability to eliminate alternative possibilities.

The statistical test also cannot tell you whether the difference is practically meaningful. Means based on many students can result in small differences that are statistically significant. These differences may or may not be large enough to warrant changes in practice.

HSTW-Recommended Curriculum:

- Four credits in college-preparatory English courses that emphasize reading, writing and presentation skills.
- Four credits in college-preparatory mathematics including Algebra I, Geometry, Algebra II, and a higher-level mathematics course such as Trigonometry, Statistics, Pre-Calculus, Calculus or the College Board's Pacesetter Mathematics.
- Three credits in science, with two in college-preparatory Biology, Chemistry, Anatomy/Physiology or Physics/Applied Physics.
- Three credits in college-preparatory social studies.

- Four credits above the academic core in either a career/technical, an academic, or a blended academic and career/technical concentration, or a concentration in mathematics/science or the humanities.

HSTW-Recommended Curriculum (Prior to 2004):

- Four credits in college-preparatory English courses that emphasize reading, writing and presentation skills.
- Three credits in mathematics, with two in college-preparatory courses, including Algebra I, Geometry, Algebra II, or a higher-level mathematics course such as Trigonometry, Statistics, Pre-Calculus, Calculus or the College Board's Pacesetter Mathematics.
- Three credits in science, with two in college-preparatory Biology, Chemistry, Anatomy/Physiology or Physics/Applied Physics.
- Three credits in college-preparatory social studies.
- Four credits above the academic core in either a career/technical, an academic, or a blended academic and career/technical concentration.

College-Preparatory English -- To determine if English courses described as "general," "regular," "tech-prep," or "standard" met the *HSTW* definition for college-preparatory English, an additional analysis was conducted to find out if the student had all of the following experiences: completed at least one major research paper each year; read at least one assigned book each month; and completed at least one short writing assignment each month.

College-Preparatory Mathematics -- The sequence of mathematics courses was examined to determine if courses such as elementary Algebra, Algebra taken before ninth grade or applied mathematics would count for college-preparatory credit. These courses only counted for college-preparatory credit when taken in combination with a higher-

level mathematics course such as Algebra II, Geometry, Trigonometry, Pre-Calculus, Calculus or another higher-level mathematics course.

College-Preparatory Science -- To determine if science courses described as "general" or "regular" met the *HSTW* definition for college-preparatory science, an additional analysis was conducted to find out if the student had all of the following experiences at least once a month: used science equipment to do science activities in a lab with tables and sinks; read an assigned book (other than a textbook) or article dealing with science; completed a laboratory assignment in which science is used to address a problem found in the community; and prepared a written report of the results of research projects.

LEVELS OF PROFICIENCY

The High School Assessment tests a wide range of student knowledge and skills in reading, mathematics and science - from very little understanding on the part of the student to an advanced level of understanding. To help school leaders and staff see how their students' scores are distributed along that wide range, this report shows the percentage of students whose scores reach each of three levels of proficiency - Basic, Proficient and Advanced. Students with scores that reflect less than basic knowledge and skills in an area have scores that occur below the Basic Level of Proficiency. Table 3 in this report shows the distribution of your students' scores across the various levels of proficiency in reading, mathematics and science. You will also be able to compare their distribution with the distribution of students in the national sample of students with similar demographics participating in the National Assessment of Educational Progress.

This information is important because it gives school leaders a sense of the percentage of their students who have demonstrated that they have some of the essential skills needed to undertake further learning in a post-secondary or work setting. Students who score at least at the Basic level and above in reading, mathematics and science are more likely to be prepared for further learning than are students who do

not. All high school sites involved in one of SREB's school improvement initiatives should aim to get at least 85 percent of their students to score at least at the Basic level in all three areas. Of the students who participated in the 2004 High School Assessment, 73 percent scored at or above that level in reading, 57 percent scored at or above that level in mathematics and 46 percent scored at or above that level in science. All high schools should aim toward getting increasing percentages of their students to score at the Proficient level in all three areas.

To support teachers in using assignments that cause more students to score at the Proficient level or above in reading, mathematics or science, SREB convened panels of curriculum experts - teachers, test developers and curriculum specialists - in reading, mathematics and science to review the assessment items and determine the level of knowledge and skills that each item requires students to demonstrate. What follows is a description of the minimum knowledge and skills that students demonstrate at each proficiency level.

Levels of Proficiency - Reading

The assessment for reading measures two of the three purposes of reading: reading to gain information and reading to perform a task. Each higher proficiency level builds on the previous lower level: knowledge at the Proficient level presumes mastery of the Basic level, and knowledge at the Advanced level presumes mastery at both the Basic and Proficient levels.

BASIC LEVEL (262): Twelfth-graders performing at the Basic level demonstrate a general understanding of grade-level texts. They locate specific information and identify the main ideas and purpose. Students make simple connections between ideas within a text and provide general evaluations of the meaning or purpose. In addition, they identify interpretations and text-based support for those interpretations.

PROFICIENT LEVEL (288): Twelfth-graders performing at the Proficient level demonstrate understanding of grade-level texts. They understand explicitly stated ideas, compare and contrast information in different parts of a text, determine the relative importance of different ideas and provide overall interpretations of a text's meaning. Proficient readers recognize connections between ideas in the text, with other texts and with real-life experiences. They recognize general organizational features and can extend ideas in the text through making inferences such as predictions and conclusions.

ADVANCED LEVEL (317): Twelfth-graders performing at the Advanced level demonstrate a thorough understanding of grade-level texts. They integrate text ideas, explain casual relationships, and evaluate complex information and organizational features. Students analyze text ideas to provide specific and extensive support for evaluations and interpretations of the text. They evaluate an author's opinion and explain how that opinion is conveyed. They make connections between complex, deeply embedded ideas within the text, with other texts and with real-world experiences. They can interpret and explain specialized terminology.

Levels of Proficiency - Mathematics

BASIC LEVEL (297): Students performing at the Basic level possess an understanding of simple mathematical concepts and are able to perform basic arithmetic operations. They are beginning to utilize elementary reasoning techniques to solve straightforward problems. However, these students are able to process only a limited amount of mathematical information in a problem at one time and are rarely able to employ more complex solution methods if the problem requires them.

Students performing at this level can use their knowledge of procedures and elementary concepts to solve one- or two-step word problems. They can perform simple measurement tasks, and can work with metric units

of measure. They have an understanding of properties of triangles and quadrilaterals, and can identify lines of symmetry on geometric figures. These students can visualize geometric figures in two and three dimensions and may be able to reason spatially using properties of those figures. Students can read and interpret graphs, compute with data from tables and graphs, and answer simple conditional probability questions. They have acquired a procedural understanding of algebra; they can complete tasks such as combining like algebraic terms, solving simple linear equations and inequalities, and locating points on a coordinate grid. Students can construct simple algebraic representations and extend numerical patterns.

PROFICIENT LEVEL (328): In addition to the basic skills and knowledge, students are beginning to demonstrate evidence of the use of analysis techniques and more sophisticated reasoning skills in their solutions to mathematics problems. They can solve problems that require the integration of more than one mathematical idea or strategy and check their answers for reasonableness. These students may demonstrate an emerging understanding of mathematics as a process.

Students at the Proficient level are able to use their knowledge of number theory to work with prime numbers, and even and odd integers. They can approximate square roots and can compute with fractions and percents (including percents greater than 100) in several contexts. Students can work with scale drawings, can successfully solve problems involving non-routine applications of area, and can employ more sophisticated spatial reasoning techniques. They are able to identify a correct statistical sampling method and can use a given probability to determine missing data in a question. In algebra, students have a solid understanding of linear functions and are beginning to work with nonlinear functions, such as exponential relationships. They are able to solve a system of two linear equations using simple elimination, relate integers to real-world situations, and work with distance and slope in a coordinate system. Students generally have a better understanding of the underlying concepts of linear functions than the underlying concepts of nonlinear functions. They are more likely to draw on their knowledge

of procedures when working with nonlinear functions and may experience difficulty in applying concepts involving nonlinear functions in problems.

ADVANCED LEVEL (349): In addition to basic and proficient skills and knowledge, students performing at the Advanced level have generally acquired a certain level of sophistication in being able to understand and utilize the notation, reasoning, and processes of mathematics. They are beginning to make important connections within mathematics and between mathematics and other areas, to work with non-routine applications in problem settings, and to make predictions. These students regularly evaluate their work and answers for reasonableness as their approach to the study of mathematics becomes embedded in sound processes and practices.

Students can readily recall and utilize appropriate formulas in a variety of problems, among them the formula for circumference, the Pythagorean theorem, and trigonometric ratios. Students at the advanced level can solve a system of two linear equations using methods beyond one-step elimination and work with multiple representations in algebra. They possess a strong conceptual understanding of fundamental algebraic concepts. In addition, these students are able to work with non-routine problems across various content areas, such as solving problems about piecewise functions, cross-sections of three-dimensional figures, mathematical sequences, and precision/tolerance.

Levels of Proficiency - Science

BASIC LEVEL (299): Students have some elementary factual and conceptual knowledge of various areas in science. Skills include reading and interpreting a graph or diagram as well as estimating distance on a map using a scale. Students recognize the elements of the scientific method, such as appropriate experimental conditions, and understand

that scientific theory is founded on experimental observations and predictions that are testable.

Students are familiar with basic terms and concepts. For example, in life science, they know fundamental biological terms; can identify biological structures in a diagram; can recognize basic functions of structures in living systems; and can recognize evidence of change over time. In physical science, students know basic terminology related to matter and recognize that symbols and formulas represent chemical substances. They can identify principles of physical science, such as the laws of motion, and recognize implications of concepts such as density and reflection. In earth science, students recognize geological formations and provide a description of basic processes taking place within Earth's systems, such as the water cycle.

PROFICIENT LEVEL (326): In addition to knowledge and skills present at the Basic level, students relate and apply concepts and are more skilled in scientific experimentation. Students can design a scientific investigation. They know how to evaluate the appropriateness of an experimental design, and understand that the credibility of experimental results depends on their reproducibility. Students also can interpret a graph and explain the results. They are able to recognize the environmental impacts of humans on nature. Students can use basic mathematical skills to solve a problem, and can interpret a topographical map.

Students know the relationship between structure and function in organisms, recognize the varying degrees of complexity in organisms

and understand that a greater level of complexity causes an increase in specialization. Students know how the history of life on Earth is demonstrated. They can describe the fundamental principles of physical science and apply these concepts, such as thermal expansion, to simple practical situations. Students recognize the difference between physical and chemical changes in matter.

ADVANCED LEVEL (352): In addition to knowledge and skills present at the Basic and Proficient levels, students performing at the Advanced level understand more complex concepts and use their knowledge in complex practical situations. Students can perform specific skills such as balancing a chemical equation and analyzing a graph to solve a conceptually advanced problem.

Students know scientific terminology related to increasingly complex concepts and may be able to provide a complete explanation of processes that take place within Earth's systems (i.e. water cycle). Students know the basic structure of the universe, and are able to identify the instruments used to make astronomical determinations. They understand the particulate nature of matter and the relationships among those particles, and demonstrate an understanding of the fundamental principles of physical science, as well as the ability to apply them. In life science, these students know the hierarchy of classification, and understand physiological processes within living systems (i.e. cell division and cellular respiration). When presented with a novel situation, these students can apply prior knowledge to explain it.

RESULTS FINDER

An Index to Student Survey Questions and Report Data

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
REPORT SUMMARY FOR ALL STUDENTS AND CAREER/TECHNICAL COMPLETERS		Completed <i>HSTW</i> Recommended Curricula Regardless of Performance (Curricula Prior to 2004)	43	Drafted, Edited, Rewrote Writing Assignments Before Given a Grade	55
<u>Assessment Completion Summary</u>		Concentration Information for Award Recipients:		Analyzed Works of Literature in Class	55
Mean Scores and Percentage of Students Meeting Performance Goals		CTE Concentration	44	Completed a Joint Writing Assignment for English and Another Class and Received a Grade in Both Classes	56
Reading	38	Mathematics/Science Concentration	44	Time Spent Daily Watching TV or Playing Video/Computer Games	56
Mathematics	38	Humanities Concentration	44	Time Spent Reading Non-School Related Materials Outside of Class Each Week	57
Science	38	Proficiency Levels	45	Number of Books Read This Year for English Class	57
<u>Completing 2004 Recommended Curriculum</u>		READING ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING		Number of Books Read This Year Both in and Out of School	58
English: 4 Credits in College-Prep Courses	39	Reading by Gender and Race/Ethnicity	47	English Teachers Relate Content to Real-Life Issues	58
Mathematics: 4 Credits in College-Prep Courses	39	Reading Purposes and Stances	50	I Discuss and Debate with Other Students Topics I Have Read in English Classes	59
Science: 3 Credits, 2 College-Prep Courses	40	English Courses Taken or Currently Taking	51	I Work with Other Students to Revise and Improve my Writing	59
Social Studies: 3 Credits, College-Prep Courses	40	Wrote a Major Research Paper on a Subject I Chose in English	53	<u>In Classes Other Than English</u>	
Completed <i>HSTW</i> Recommended Curricula and Met All Performance Goals	41	Read an Assigned Book Outside Class and Demonstrated Understanding of Main Ideas	53	We Read Silently and Then Discuss and Apply What We Have Read	60
Met or Exceeded All Performance Goals Regardless of Curriculum	41	Made an Oral Presentation on a Project or Assignment to Meet Quality Requirements	54		
Completed <i>HSTW</i> Recommended Curricula Regardless of Performance	41	Completed Short Writing Assignments of 1 to 3 Pages That Were Graded	54		
<u>Completing Recommended Curriculum (Curricula Prior to 2004)</u>					
English: 4 Credits in College-Prep Courses	42				
Mathematics: 3 Credits in College-Prep Courses	42				
Completed <i>HSTW</i> Recommended Curricula and All Performance Goals (Curricula Prior to 2004)	43				

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
Teachers Helped Me Understand What I Have Read	60	Used a Computer to Complete Mathematics Assignments	71	Number of Science Courses Taken in Grades 9 Through 12	82
We Discussed or Debated Topics From Materials We Have Read	60	Completed a Mathematics Project Using Mathematics in Ways Used in a Work Setting	71	<u>For Laboratory Investigations I Was Required to</u>	
MATHEMATICS ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING		Solved Mathematics Problems Other than Those Found in the Textbook	72	Choose a Topic	83
Mathematics by Gender and Race/Ethnicity	62	Solved Mathematics Problems with More than One Possible Answer	72	Design an Experiment About That Topic	83
Mathematics by Content and Process Area	65	Completed Short Writing Assignments for Mathematics Class of 1 to 3 Pages That Were Graded	73	Prepare a Written Report of the Lab Results	84
Mathematics Courses Taken or Currently Taking	66	Mathematics Teachers Show How Mathematics Concepts Are Used to Solve Problems in Real-Life Situations	73	Talk to the Class About the Lab Results	84
Took a Semester or More of Algebra I in 6th, 7th, or 8th Grade	68	I Have Been Assigned Word Problems in Mathematics	74	<u>In Science Classes, I:</u>	
Took a Mathematics Class as a Senior	68	I Wrote a Major Research Paper on a Subject I Chose in Mathematics	74	Used Science Equipment to Do Science Activities in a Classroom	85
Number of Mathematics Courses Taken in Grades 9 Through 12	68	SCIENCE ACHIEVEMENT, CURRICULUM, AND ENGAGING STUDENTS IN LEARNING		Did Science Activities in a Classroom <u>Without</u> Science Equipment	85
Used a Graphing Calculator to Complete Mathematics Assignments	69	Science by Gender and Race/Ethnicity	76	Used Science Equipment to do Activities in a Lab With Tables and Sinks	86
Completed a Written Report for a Major Mathematics Project	69	Science by Content and Process Area	79	Completed a Joint Science Project for My Math and Science Teachers and Received a Grade in Both Classes	86
Orally Defended a Process I Used to Solve a Mathematics Problem	69	Science Courses Taken or Currently Taking	80	Read an Assigned Book or Article Dealing With Science	86
Worked with Other Students on a Challenging Mathematics Assignment and Received a Group and Individual Grade	70	Taking a Science Class as a Senior	82	Completed a Science Lab Assignment Addressing a Problem in My Community	87
Mathematics Teacher Required Us to Solve Problems from Other Courses	70			Completed a Laboratory in Science That Illustrated How Scientific Concepts Can be Applied at Home	87
Worked in Groups to Brainstorm How to Solve a Mathematics Problem	70			Completed a Science Assignment Based on Work Experience or CTE Class	88
				Science Teachers Showed How Scientific Concepts Are Used to Solve Problems in Real-Life Situations	88

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
Worked with Other Students on a Challenging Science Assignment	89	<u>How Often the Following Activities Were Done in CTE Classes:</u>		Took a Performance Test Containing Industry Standards That Had to be Met to Pass the Test	107
Completed Short Writing Assignments for Science Classes of 1 to 3 Pages That Were Graded	89	Used Mathematics to Complete Assignments in CTE Area	102	Completed a Project That First Required Research and a Written Plan Before Completing	108
Wrote a Major Research Paper on a Subject I Chose in Science Class	89	Read and Interpreted Technical Books and Manuals to Complete Assignments	102	Had to Meet Certain Standards On a Written Exam to Pass a Course	108
CAREER/TECHNICAL CURRICULUM AND ENGAGING STUDENTS IN LEARNING		Discussed or Debated Topics with Other Students About What I Read in CTE Classes	103	Interviewed Workers in My Field About Their Work and Preparation	108
Reading Performance by Type of Program (2004 Designations)	91	Read a Career-Related Article and Demonstrated Understanding of the Content	104	Completed an On-the-Job Internship in My Field of Study	108
Reading Performance by Type of Program (2003/02 Designations)	92	Completed Short Writing Assignments for CTE Classes of 1 to 3 Pages That Were Graded	104	Received Encouragement to Take a Combination of Academic and CTE Courses	109
Mathematics Performance by Type of Program (2004 Designations)	93	Wrote a Major Research Paper on a Subject I Chose in Career/Technical Classes	104	Received Information and Help About Participating in a Cooperative CTE Program	109
Mathematics Performance by Type of Program (2003/02 Designations)	94	Stood Before the Class to Present a Completed Assignment	105	Participated in a Cooperative CTE Program	109
Science Performance by Type of Program (2004 Designations)	95	Used Computer Skills to Do CTE Assignments	105	Career/Technical Teacher Required Me to Keep a Folder or Portfolio That Included:	
Science Performance by Type of Program (2003/02 Designations)	96	Used a Database or Spreadsheet Software to Complete an Assignment or Project	105	Products or Pictures of Products I Made	110
Where Career/Technical Courses Were Taken	97	Met Specific Quality Standards on a Project of My Choice	106	Samples of Completed Academic and CTE Assignments	110
Number of Career/Technical Credits Taken in Grades 9 Through 12	98	Prepared a Written Report or Research Study	106	Examples of How I Used Mathematics Skills in CTE Class	110
Importance Given by CTE Teachers to the Following Skills:	99	Had Challenging Assignments in CTE Classes	106	Examples of How I Used Science Skills in CTE Class	110
Joint Projects Required by Academic and CTE Teachers That Required:	100	Made Journal or Lab Manual Entries That Recorded My Class Work	107	A List of Books or Articles I Have Read	111
		Had an Expert Outside of School Evaluate Assignments	107	Writing Samples	111
				My Own Evaluation of My Work	111
				Evaluation of My Work by Experts	111
				RAISING EXPECTATIONS AND STUDENT ACHIEVEMENT	
				Courses Have Been Challenging and Exciting	113

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
Teachers Set High Standards and Were Willing to Help Me Meet Them	113	Had to Write in a Journal or Notebook about New Ideas Learned in School	120	How Often Extra Help Was Received in Reading	131
Most of My Teachers Encouraged Me to Do Well in School	114	Teachers Involved Students in Planning What They Learn	121	How Often Extra Help Was Received in English	132
Teachers Clearly Indicated What it Took to Earn an "A" or "B" at the Beginning of a Project or Unit	115	Courses Repeated Content Already Learned	121	How Often Extra Help Was Received in Mathematics	133
Teachers Cared Enough About Me Not to Let Me Get By Without Doing the Work	115	Were Asked to Write In-Depth Explanations About a Class Project or Activity	122	How Often Extra Help Was Received in Science	134
Teachers Knew Their Subject and Made It Interesting and Useful	116	Could Choose Topics for Research or Project Work	122	How Often Extra Help Was Received from Another Student	135
Teachers Encouraged Us to Help Each Other and Learn from Each Other	116	Completed Short Writing Assignments for Social Studies of 1 to 3 Pages That Were Graded	123	Have Received Computer-Assisted Instruction in Mathematics	136
Had to Develop and Analyze Tables, Charts, Graphs	117	Wrote a Major Research Paper on a Subject I Chose in Social Studies	124	If Computer-Assisted Instruction Was Received in Mathematics, How Often Was it Connected to What Was Being Learned	136
Used Word-Processing Software to Complete an Assignment or Project	117	Overall Time Spent on Homework Each Day	125	Could Get Extra Help From Teachers When Needed without Much Difficulty	137
Were Part of a Team or Small Group in Class	118	Of Time Spent on Homework Each Day, Portion Spent on Academic Homework in School	126	Attended Summer School to Complete Requirements for a Particular Course	138
Received a Grade for Their Part in a Team or Small Group	118	Time Spent on Homework Each Day Assigned by CTE Teachers	127	Attended a Form of Credit Recovery Other Than Summer School	138
Designed Research Projects and Reported the Results	119	AVAILABILITY OF EXTRA HELP FOR STUDENTS		GUIDING AND SUPPORTING STUDENTS	
Were Required to Do a Senior Project That Included Researching a Topic, Creating a Product or Performing a Service and Presenting It	120	Teachers Are Available Before, During, or After School to Help with Studies	129	I Usually Expect to Do Well in School	140
		How Often the Extra Help You Received Helped You to Understand Your School Work Better	129	I Failed to Complete or Turn in My Assignments	140
		How Often the Extra Help You Received Helped You to Get Better Grades	130	Who Helped Me Most to Develop a Four-Year Education Plan	141

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
How Often I Talked About My Four-Year High School Plan With:		<u>Student Views Toward School</u>		TRANSITION TO AND BEYOND HIGH SCHOOL	
Parents, Step-Parents, Other Adults	142	I Tried to Do My Best Work in School	152	How Much Education I Think I Will Complete by Age 30	162
A Guidance Counselor	143	I Found School Work Too Hard to Understand	153	The One Thing That Will Take the Largest Share of My Time the First Year After High School	163
Teachers	144	I Have Been Sent to the Office or Had Detention Because of Misbehavior	153	I Felt Prepared to Take College-Prep Courses When I Entered High School	164
Participated in Parent-Teacher-Student Conferences to Plan My High School Program of Study	145	<u>Personal Importance Given To:</u>		During High School the Following Occurred:	
Teacher or Counselor Reviewed With Me the Sequence of Courses I Planned to Take in High School	146	Studying Hard to Get Good Grades	154	I Toured a Local Business With a School Group	166
An Adult Mentor or Advisor Worked With Me All Four Years of High School	147	Participating Actively in Class	154	I Spoke or Visited Someone in a Career I Was Interested in	166
This Mentor/Advisor Worked With Me to Develop Course Choices for High School and Reviewed Selections Each Year	147	Graduating from High School	155	Someone from a College Talked With Me About College	167
Someone in Family Asked About School Work	148	Attending All Classes	155	Local Business Person Talked in Class About Working at His/Her Company	167
I Was Encouraged by Counselors or Teachers to Take More Challenging Mathematics Courses	149	Being Recognized for Academic Success	156	My Parents and I Attended a Meeting About Plans after High School	168
I Was Encouraged by Counselors or Teachers to Take More Challenging Science Courses	149	Taking a Lot of College-Prep Classes	156	My Parents and I Received Assistance in Selecting or Applying to College	168
When Most Help in Planning High School Program Was Received	150	Having Grades Good Enough to be Accepted by a College	157	I Held an Internship That Helped Me Explore a Career	169
Teacher or Counselor Talked Individually About Career Plans or Further Education	150	Continuing My Education Beyond High School	157		
Satisfaction With High School Course Selection Help	151	<u>Importance Placed by Friends On:</u>			
Received Information and Counseling About Continuing My Education	152	Studying Hard to Get Good Grades	158		
		Graduating from High School	158		
		Attending All Classes	159		
		<u>Someone in the Family:</u>			
		Emphasized the Importance of Education for Success	160		

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
I Took Courses at a Local College or Technical Center	169	My Present/Most Recent Job Is		Helped Me Learn New Technical Skills	184
I Feel Comfortable About the Transition into a Career or Further Education	170	A Place I Plan to Work When I Finish High School	177	Encouraged Me to Develop Good Work Habits	185
My School Has Prepared Me to Do Well in a Career or Further Education	171	Related to What I Study in CTE Courses	177	Encouraged Me in My Academic Studies at School	186
My High School Courses Have Successfully Prepared Me for a Career or Further Education	171	I Received School Credit for Work Experience	178	Encouraged Me to Develop Good Customer Relations Skills	187
Earned College Credit in High School by:		<u>In My Job</u>		Showed Me How to Use Mathematics in Job-Related Activities	188
Attending Classes at Local 4-Year College	172	I Rotated Through Several Departments or Jobs	179	Showed Me How to Use Communication Skills in Job-Related Activities	189
Taking Advanced Placement Courses	172	I Observed Veteran Workers	179	Showed Me How to Use Science in Job-Related Activities	190
Attending Classes at a Community or Technical College	173	Someone Taught Me How to Do the Work	180		
Taking a Joint-Enrollment Class at High School for College Credit	173	My Job Performance was Evaluated by Clear Standards	180		
Taking a Web-Based Course	174	I Participated in an Apprenticeship Program Leading to a Recognized Credential or Certificate	181		
WORKPLACE EXPERIENCE		<u>My Employers</u>			
Number of Hours Worked Each Week in a Part-Time Job	176	Asked to See My School Records (Grades, Attendance, etc.)	182		
My Job is Necessary to Help Support My Family	176	Met with My CTE Teacher to Discuss Work and School Issues	183		